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ABSTRACT

This three-part report provides an analysis of the California Bay Area Learning Center (BALC). Part 1 provides (a) a network design to illustrate the major project components and their interrelationships, (b) a series of component descriptions listing the primary resources and project activities, and (c) a list of project objectives. Part 2 examines the survey conducted to determine the impact of the project. This section discusses the purpose of the survey, explains the types of information that were sought and how the data were gathered, and summarizes the survey results. Part 3 contains a general discussion of the results of the survey, and applies them to the following project objectives: (a) interdistrict participation on a regular basis by staff members in as many BALC activities as desired at either of the staff development centers; and (b) the union and involvement of parents, classroom teachers, and supportive district staff in program development in order to meet the needs of individual districts, schools, and pupils. This section also discusses the impact of the Student and Teacher Access to Resources and Training Center (START). The following two appendixes dealing with BALC and START are attached: (a) 1975 impact survey instruments, and (b) tables of computer data. (JS)

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EVALUATING THE TEACHER CENTER PILOTS: THE THIRD ANNUAL REPORT 1974-1975

Volume II
BAY AREA LEARNING CENTER

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Prepared by

Evaluation Research Center
University of Virginia
Charlottesville, Virginia

July 31, 1975

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PREFACE

This report represents an ongoing effort in the external evaluation of the National Teacher Center Pilot Project funded through the Bureau of Educational Program Development of the U.S. Office of Education. This report, one of a four-volume set based on the work of the Evaluation Research Center (ERC) at the University of Virginia during fiscal year 1975, deals only with the Bay Area Learning Center in California. The Teacher Center efforts in Rhode Island and Texas are explored in Volumes II and III respectively, and a summary of all three projects is contained in Volume I, completing the four-volume document, Evaluating the Teacher Center Pilots: The Third Annual Report, 1974-1975.

The contents of this report are divided into four major areas:

1. an up-to-date description of the Bay Area Learning Center (BALC) project and its objectives;
2. a description of the methodology used in conducting the survey, including its underlying rationale;
3. the results of the impact survey, broken down according to educational positions of the respondents and their school districts;
4. a discussion of the results as they relate to the project objectives.

A more detailed display of the survey results in included in the appendix to this report, the actual tables of computer data from the survey.

Further information regarding the Bay Area Learning Center can be obtained from the Evaluation Research Center or from the Bay Area Learning Center itself.

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The preparation of this document and the evaluation activities related to it were greatly facilitated by John Favors, director of the Bay Area Learning Center Project, and his staff. Particularly helpful was Paula Britton, who helped develop, arrange, and conduct the interviews. Nancy Mayeda, of the Teacher Learning Center in San Francisco, and Gail Meister, of the START Center in Oakland, provided useful descriptive information. Gail Meister also contributed to the development of the START impact survey instrument. Jean Scott conducted the interviews, along with Paula Britton. These people were all very helpful and deserve recognition.

John Radzikowski, an evaluator with the Evaluation Research Center, participated in instrument development, provided interviewer training, and assisted with the data analysis. Robert O'Connell and Roy Robbins, graduate students at the Evaluation Research Center, also assisted in the analysis of the data. Special thanks go to Linda Meixner, who edited and produced this report, to Fred Heblich for his graphic contributions, and to Bonnie Herndon who provided the final editing. Appreciation also goes to Andres Steinmetz, assistant professor at the University of Virginia and an ERC evaluator, and to Jane Siegel, ERC consultant.

Finally, I recognize the contributions of others, but must assume responsibility for any errors or misconceptions within this report.

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CHAPTER 1

BALC PROJECT DESIGN AND OBJECTIVES

The purpose of this chapter is to provide the reader with a current and concise description of the Bay Area Learning Center. This entails first, a network design to illustrate the major project components and their interrelationships, and, second, a series of component descriptions which list in detail the primary resources and activities of the project. The third and last part of the chapter includes the project objectives themselves.

The information contained in this section is based on documents collected from the Bay Area Learning Center (BALC) and the Evaluation Research Center (ERC). These documents were carefully reviewed, analyzed and abstracted by ERC staff members in order to produce an accurate description of project activities for this report.*

A. PROJECT DESIGN

The Bay Area Learning Center is a three-district consortium (San Francisco, Oakland and Berkeley) designed to provide and coordinate staff in-service-training opportunities in an effort to improve the quality of instruction of urban students. In order to accomplish this goal, BALC is organized into three major components. The first of these is a general

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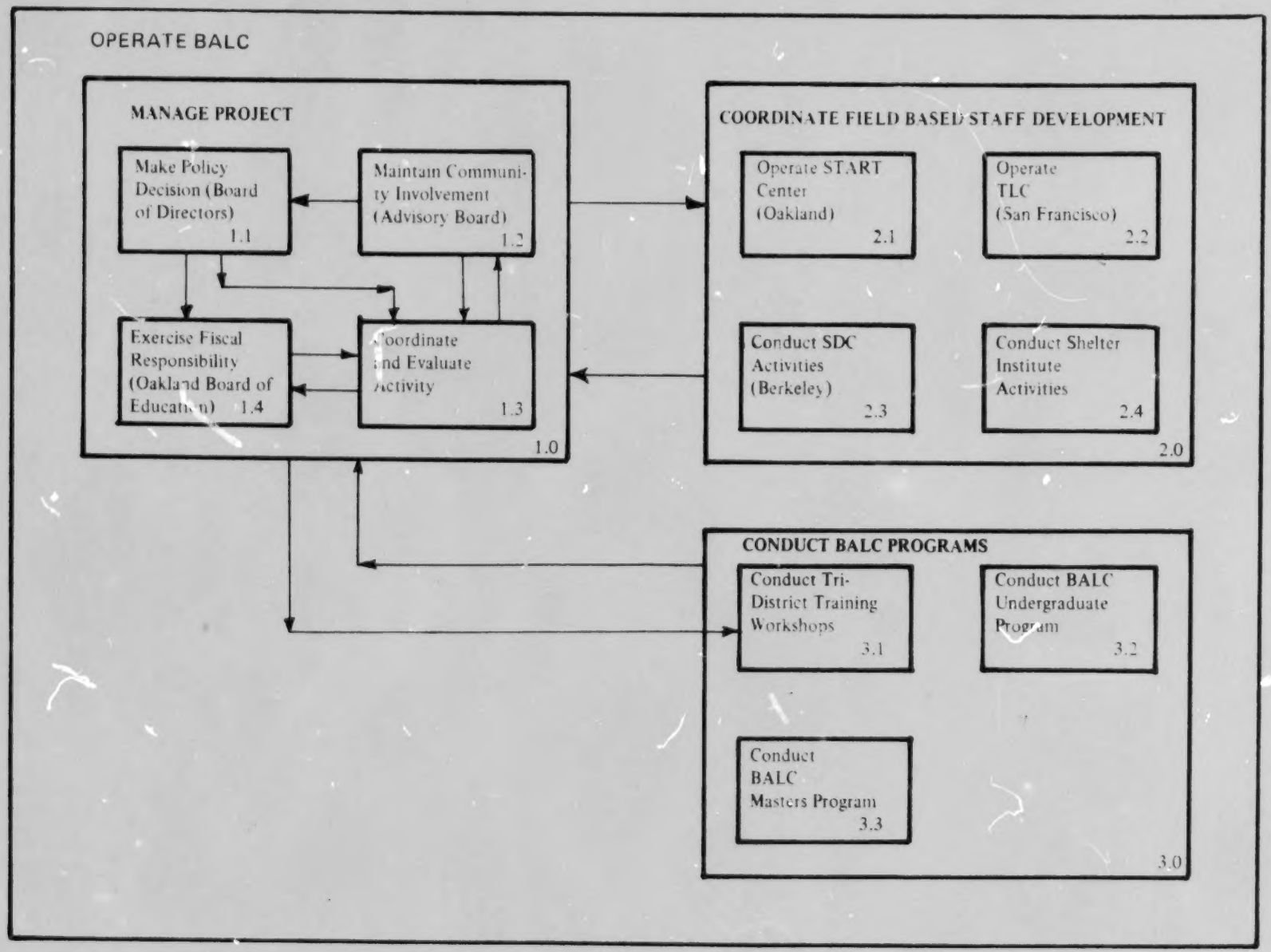
* Major sources included: Bay Area Learning Center Activities at the Teacher Learning Center, Quarterly Report: September 1, 1974 through December 31, 1974. San Francisco, California; Evaluating the Four Teacher Center Pilots, The Second Annual Report, 1973-1974, The Bay Area Learning Center, Evaluation Research Center, Charlottesville, Virginia, August 31, 1974; Letter from John Favors to Malcolm Provus, discussing need to prioritize goals (C 259 BALC); and random memoranda from BALC to constituents throughout the year.

management component, "Manage Project," whose responsibilities include making policy decisions, maintaining community input, exercising fiscal responsibilities, evaluating the project, and coordinating the activities. The two other basic components, which provide the bulk of actual services to the clients, are the coordination of teacher-training activities, "Coordinate Field-Based Staff Development Activities" and the operation of BALC programs, "Conduct BALC Programs". A network design of these components, depicting their functional interrelationship, is presented in Figure 1 on the following page.

To coordinate training activities, BALC provides four independent teacher-training centers with additional funding and management support. These centers are: (1) the Staff Development Center (SDC) in Berkeley; (2) the Teacher Learning Center (TLC) in San Francisco; (3) the Student and Teacher Access to Resources and Training Center (START) in Oakland; and (4) the Shelter Institute, also in Oakland. The Bay Area Learning Center funds the full salary for one coordinator or director of the first three district projects, and totally the staff development activities of the Shelter Institute with funds secured from a private grant. Representatives of these field-based programs meet regularly with the BALC director and assistant director. This tri-district interaction helps to eliminate duplication of training activities among the districts, to identify opportunities for new areas of staff development, and to keep all members up-to-date on current training activities. This group also serves to put

Figure 1: Network Design of the BALC


OPERATE BALC
MANAGE PROJECT
Make Policy Decision (Board of Directors) 1.1
Maintain Community Involvement (Advisory Board) 1.2
Exercise Fiscal Responsibility (Oakland Board of Education) 1.4
Coordinate and Evaluate Activity 1.3
1.0
COORDINATE FIELD BASED STAFF DEVELOPMENT
Operate START Center (Oakland) 2.1
Operate TLC (San Francisco) 2.2
Conduct SDC Activities (Berkeley) 2.3
Conduct Shelter Institute Activities 2.4
2.0
CONDUCT BALC PROGRAMS
Conduct Tri-District Training Workshops 3.1
Conduct BALC Undergraduate Program 3.2
Conduct BALC Masters Program 3.3
3.0

into operation the plans that are made by the advisory board.

Besides coordinating the efforts of the SDC, TLC, START Center, and Shelter Institute, the Bay Area Learning Center also operates three of its own programs, including a bachelors of arts degree program in conjunction with California State University at Hayward, a masters of arts degree program in conjunction with the Institute for Professional Development and the University of San Francisco, and a series of tri-district in-service-training programs. Brief narratives describing the individual subcomponents included in this network are listed below. The numerical notations match those in the network design.

1.0 - Manage Project

The full-time management of the Bay Area Learning Center project consists of a project director and an assistant project director. These two individuals coordinate all Teacher Center efforts and work closely with the board of directors and advisory board.

1.1 - Make Policy Decisions (Board of Directors)

The board of directors is made up of four members; the superintendents of the Berkeley, Oakland and San Francisco school districts, and the BALC project director. This board meets at regularly-scheduled times to consider the recommendations made by the advisory board, and to deal with other areas of the collaborative process among the three school districts. Its prime responsibility is to review and approve policies, budget, program, and staffing of the BALC as

recommended by the BALC director and the advisory board. This involvement of these top-level school administrators helps facilitate BALC efforts within the local districts.

1.2 - Maintain Community Involvement (Advisory Board)

The advisory board consists of twelve representatives from each school district who have been appointed by their respective superintendents. The board attempts to maintain a balance to reflect the ethnic composition of the tri-district area, while at the same time representing the concerns of the community, students, teachers, and administrators. Responsibilities of the board include participation in regularly scheduled meetings, development of the project design, preparation of the annual budget, monitoring of the program's progress, monitoring the budget as it relates to program development, formulation of goals and objectives based on needs assessment, and reflecting concerns of their respective groups as they relate to all BALC activities.

1.3 - Exercise Fiscal Responsibility (Oakland Unified School District)

The Oakland Unified School District serves as the legal agency for the local education authority (LEA) for the BALC project. Although final approval of fiscal and programmatic procedures lies within the jurisdiction of the Oakland Superintendent's Cabinet, it must be remembered that Oakland's superintendent serves as one of the members of the board of directors, thus allowing for considerable input from other consortium members. All specified services, contracts, and

supplies are purchased by the Oakland Board of Education and dispersed across the three districts.

1.4 - Coordinate and Evaluate Activities

The major responsibility for coordinating and evaluating all the activities within BALC falls with the project director and assistant director. The project director is responsible for the overall supervision of the total project. This includes office management, coordinating board of directors and advisory board meetings, preparation of the budget, and the supervision of any other programmatic involvements, such as needs assessment and evaluation. The assistant director is primarily responsible for program development and the supervision of evaluation.

2.0 - Coordinate Field-Based Staff Development

As pointed out earlier, BALC provides some financial and planning support to each of the four field-based Teacher Centers, although the responsibility for their actual operations rests totally with their individual staffs. BALC, in turn, depends upon the districts for facilities and fiscal support of the district staff.

2.1 - Operate START Center, Oakland Unified School District

The START Center is located in the Laney College facility owned by the Oakland Unified School District. It is managed by a team of consultants who are full-time certified employees of the district. BALC funds only one full-time position in the START Center, and this person

is under the direct supervision of the START consultant-managers. At present, the center sponsors a number of programs, one of which is the Teacher Shelter. This is an activity which was formerly located in San Francisco under the name of the Teacher Active Learning Center. Other programs include a Guided Self-Analysis Leadership Laboratory for administrators, and an ongoing Teacher Emphasis series. These programs are partially or totally funded by the Bay Area Learning Center. In addition, Oaklnad's Media Center is housed in the START facility, along with a preschool program, a curriculum display section, the Art Magnet for kindergarten through third-grade students, and the Renaissance School for seventh through tenth-grade students.

Although START collaborates with BALC in the development of its program, not all of the programs are funded by BALC, nor do all originate from the collaborative process. Some originate from within the district and are totally funded by Oakland. Examples of these programs include extension courses offered through California State University at Hayward, Laney College and Holy Name College.

Needs assessment is a continuing process practiced by the START Center staff. At the outset of each program, participants are given needs assessment questionnaires, and, when filling them out, are encouraged to specify their individual needs. From the comments made on these questionnaires, the START Center staff is able to plan productive training sessions to address these needs. When applicable, these needs assessments are made on a tri-district basis. Some

activities are open to the tri-district personnel, and serve the needs of the Oakland district exclusively.

2.2 - Operate Teacher Learning Center (TLC) - San Francisco Unified School District

The TLC is located within the San Francisco School District to provide space for teachers to congregate for in-service staff training, materials development, viewing new materials, discussing new curriculum ideas, and for a variety of other related activities. The Center is open five days a week, and sometimes, for special programs, on Saturday. Its staff consists of a full-time coordinator funded by BALC, and five additional certified employees funded by the district. TLC in-service programs include workshops on value classification, early childhood basic skills, multicultural studies, and a variety of others too numerous to list.

2.3 - Conduct Staff Development Center (SDC) - Berkeley Unified School District

The SDC is an integral part of the staff development program of the Berkeley Unified School District. On the district's organization chart, it is placed under the supervision of the assistant superintendent of instruction. BALC's relationship with the SDC is legally determined by contractual arrangements between Berekely and Oakland, its fiscal agent. These contractual arrangements provide the legal basis for the sharing of resources across those districts to which BALC provides financial support.

Once staff development needs have been identified by the districts, they are relayed to the Staff Development Center. In cooperation with BALC, the center determines appropriate strategies and resources for addressing these needs. SDC has trained a cadre of organizational specialists who work directly with the schools and contract administrators. In addition, a team of staff associates has been trained to assist with media self-analysis.

2.4 - Conduct Shelter Institute Activities

This institute is different from the other centers in this component in that its funding is wholly supplied through the Carnegie Corporation of New York. The Oakland Unified School District entered into a contract with the institute to implement training research and disseminate materials related to Management Skill and the High School Principal. The project staff works directly with individual principals to reduce critical problems. This initial group of principals will also be trained in executive effectiveness, social and political information as guidelines, and utilization and leadership. During the initial development period, the project staff serves as consultants. The ultimate goal is to provide peer training to other principals, with the first group of trainees becoming the trainers.

3.0 - Conduct BALC Programs

In addition to working closely with the four other centers, BALC also conducted several other programs. These programs included a

series of tri-district in-service workshops, an undergraduate degree program, and a masters' degree program in teacher preparation.

3.1 - Conduct Tri-District Training Workshops

BALC offers a series of in-service-training workshops to administrators and teachers throughout the three district consortium. Emphasis for each of these workshops was placed not only on the in-service training, but to a large extent on the tri-district involvement in planning the workshops. There were five specific workshops held during fiscal year (FY) 1975: (1) Summer '74 Staff In-Service, We're Getting Together to Get It Together; (2) Tri-District Administrative Seminars 1975; (3) National Trend with California Blend; (4) Special Education; and (5) Emergent Alternatives in Early Childhood and Education, Expanding School/Community Relations. Tri-district planning committees were convened to incorporate as much input as possible from local constituents so that the workshops would be closely related to the real needs existing within the consortium. (Results of these planning sessions can be obtained from the project.) Besides having input into the workshop-planning stage, participant reaction to individual-training sessions was elicited and used to improve future training sessions. This continual participant involvement served as an incentive for local teachers and administrators to join in the workshops. Other incentives were graduate credit and professional growth credits. The majority of the trainers were from the local districts and were fully supported by the BALC.

3.2 - Conduct BALC Undergraduate Program

BALC provides an undergraduate degree from California State University at Hayward which offers a wide variety of courses at the START Center for upper division undergraduates. BALC's involvement includes the conducting of needs assessment activities and the providing of individual counseling for those students interested in entering the program and for those already enrolled. The students pay regular university fees, and are considered regular resident students. The faculty is supplied by the university. The Oakland public school system provides the off-campus site at a cost to the university of five dollars per class session.

3.3 - Conduct BALC Masters Program

BALC and the Institute for Professional Development, in cooperation with the University of San Francisco, offered a masters program specifically designed for working teachers and other school professionals during the spring and fall semesters of 1975. Its focus is directly tied to its students' professional assignments, and the instruction is provided on the basis of the diagnosed needs of the students as they carry out their masters project. The University of San Francisco supplied resident or adjunct faculty for the program.

B. PROGRAM OBJECTIVES

The preceding discussion gives a general description of how the

Bay Area Learning Center program is organized to carry out its objectives.

There are six program objectives:

1. establishment of open lines for communication for organized strategies and collaborative program development between the board of directors, advisory board, and program directors and coordinators;

2. interdistrict participation, on a regular basis, by staff members (Berkeley, Oakland, and San Francisco) in as many BALC activities as desired at either or both of the staff development centers (TLC in San Francisco and START in Oakland);

3. to minimize the duplication of services in the three districts;

4. the union and involvement of parents, classroom teachers and supportive district staff (administrators, auxiliary personnel, skilled specialists, paraprofessionals, volunteers) in program development to meet the needs of individual districts, schools and pupils;

5. to maximize the mileage received from innovative resources and to conserve available fiscal resources;

6. to develop a staff development model that can be replicated in other areas of the state and nation.

CHAPTER 2

THE IMPACT SURVEY

A. RATIONALE

This investigation is part of a continuing effort on the part of the Evaluation Research Center at the University of Virginia, in conjunction with the National Consortium for Teacher Center directors, to evaluate the results of these projects and use the information gained to generate application models of a Teacher Center. During the early part of fiscal year 1975, ERC staff members met with the consortium and formulated plans for gathering data in each of the sites, Texas, Rhode Island and the Bay Area in California. Each project director was asked to supply a list of priorities for the purpose of evaluation. On the basis of these priorities and other data available to ERC, the specific aspects of the impact survey were determined.

The following components were listed as priorities by the project director of the Bay Area Learning Center:

1. Organizational structure of BALC (collaborative process);
2. BALC innovative programs (delivering skills to teachers);
3. Teacher Learning Center/Student and Teacher Access to Resources and Training Center;
4. Staff Development Center.

These priorities, in conjunction with those submitted by Rhode

Island and Texas, provided an overall list of the types of impact one could expect from a Teacher Center. From the total list, specific components were selected for investigation in each site: a comprehensive list of components and their priority is available from each of the sites. In the Bay Area, objective 2 and objective 3 (the impact of BALC innovative programs, and the impact of the START Center) were selected. These two components are related to two basic objectives chosen from the complete list given in Chapter 1. They are: objective 2, "Inter-district participation in BALC activities..." and objective 4, "Involvement of parents, teachers, staff, etc., in program development in meeting the needs of districts, schools and pupils..." The survey attempted to answer the following two questions: Did the Bay Area Learning Center and Student and Teacher Access to Resources and Training Center meet the two objectives? and Was there a change in responses to the impact survey from FY '74 to FY '75?

In order to answer these questions, a series of items was developed that address specific aspects of the objectives. What follows is a list of attendant variables as they relate to the two objectives.

Objective 2 - Interdistrict participation on a regular basis by staff members (Berkeley, Oakland, and San Francisco) in as many BALC activities as desired at either of the Staff Development Centers:

- use of BALC in-service training, needs assessment, educational consultants, and other BALC services;
- use of TLC in-service training, curriculum library, educational consultants, needs assessment and other TLC services;

- use of START educational resources, in-service teacher-training, educational consultants, information dissemination, and other services;

- use of SDC in-service training, educational consultants, needs assessment, and other SDC services;

- participation in specific workshops offered by BALC and START and in other workshops;

- extent to which presentations were rated effective and goals of training sessions were achieved;

- perception of quality of material;

- need of more training in same area and in some other area;

- extent to which practices learned were implemented, and to which communications between districts have been facilitated; and greater awareness of other in-service training programs.

Objective 4 - The union and involvement of parents, classroom teachers, supportive district staff (administrators, auxiliary personnel, skilled specialists, para-professional volunteers, etc.) in program development to meet the needs of individual districts, schools and pupils:

- planning of BALC and START training sessions;

- extent to which individual input was included in planning;

- extent to which tri-district/district planning was effective;

- extent to which individuals were better prepared to plan staff development activities;

- extent to which training addressed some need or problem;

- identification of need or problem, and existence of same subsequent to training.

B. METHODOLOGY

Sample Descriptions:

BALC

A quota sample was selected, including eight schools from Berkeley, seven schools from San Francisco, and five schools from Oakland, each of which had at least four teachers and administrators who had participated in some form of BALC service. This participation was determined by analysis of attendance sheets maintained by BALC. From these schools, respondents to the survey were selected on the basis of their prior participation in some BALC service and their availability at the time of the interview. In addition to school-building personnel, district administrators who had participated in BALC activities were randomly selected as respondents. The BALC sample actually included forty-four educators from Berkeley, thirty-one from Oakland and thirty-two from San Francisco. Broken by educational position, the sample included twenty-four district or central administrators, eleven building administrators, forty-four elementary schoolteachers, twenty secondary schoolteachers and eight "other" educators.

START Center

A quota sample of ten schools in Oakland was selected on the basis of each having at least four teachers and administrators who had participated in START activities. It should be noted that these were different from the schools selected in the BALC sample. From within these schools,

teachers and administrators were chosen on the basis of their previous START participation and availability at the time to the interview. A total of thirteen building administrators, twenty-one elementary schoolteachers, eleven secondary schoolteachers and five "other" educators were interviewed.

Method for Both BALC and START:

The interviews for both BALC and START were conducted during the week of April 28 - May 2 by two trained interviewers. The procedure entailed first contacting the school by telephone to obtain cooperation in arranging a date for the interviews. This was followed up by a confirmation letter written to the person contacted on the telephone. In addition, a phone call was made to the schools on the day of the interviews in order to help both the interviewer and interviewee keep as close to schedule as possible.

The survey was administered in a group setting to teachers and administrators within each school. The interviewers guided the groups through the survey by reading each of the questions, and, when necessary, making clarifying comments. The survey was taken from central administrators on an individual basis. At the end of each day, the data were coded on digital coding forms. When all the data were coded, the result was forwarded to the Evaluation Research Center for analysis and interpretation.

C. RESULTS

This section is divided into two parts: a summary of the data from the BALC survey; and a summary of the data from the START Center survey. The information is presented according to the individual items on the respective survey instruments. A copy of the questionnaires can be found in Appendix A of this document. The actual data tables are contained in Appendix B and are also referenced by item number.

BAY AREA LEARNING CENTER (BALC)

Item 1 - "Within the Bay Area school districts is an organization known as the Bay Area Learning Center. Are you familiar with this organization?" [Appendix B-1]

This first question asked of all the educators surveyed within the three districts concerned their awareness of the BALC organization. Results showed that 81 percent of the educators were aware of the Bay Area Learning Center. Awareness ranged from 64 percent in Berkeley to 97 percent in Oakland. Viewed across educational positions, the extent of awareness ranged from 40 percent of the secondary schoolteachers to 100 percent of the central administrators. Over 84 percent of the elementary schoolteachers, building administrators and "other" educators said they were aware of BALC.

Last year's survey (FY '74) indicated that 74 percent of the educators sampled were aware of BALC. Across districts, the figures were: 64 percent in Berkeley; 70 percent in San Francisco; and 89 percent in Oakland. According to positions of educators, the awareness of BALC ranged from 56 percent for the secondary schoolteachers to 73 percent

of the elementary schoolteachers and 100 percent of the building administrators. In comparing last year's data with those of this year, a general increase in awareness of BALC exists in Oakland and San Francisco, but not in Berkeley.

Item 2 - "Are you aware that BALC is a collaborative arrangement among three districts organized to provide educational services for Berkeley, Oakland and San Francisco?" [Appendix B-2]

Seventy-four percent of the respondents indicated that they were aware that BALC was a collaborative arrangement among three districts. Awareness ranged from 54 percent of the educators in Berkeley to 94 percent of the educators in Oakland, and from 30 percent of the secondary schoolteachers from the three districts to 100 percent of the central administrators. Affirmative answers were given by 73 percent of the elementary schoolteachers, 88 percent of the "other" educators and 91 percent of the building administrators.

Item 3 - "BALC provides the following types of services. Indicate with a check the ones of which you are aware and rate the extent to which you have used the services provided... (a) In-Service Training; (b) Needs Assessment; (c) Educational Consultants; and (d) Other Services." [Appendix B-3 - B-6]

The Bay Area Learning Center offered a variety of services to educators, including in-service training, needs assessment, and educational consultants. This series of questions addresses two problems: first, whether Bay Area educators were aware of these services; and second, the extent to which these different services were perceived as

being used.

In-Service Training. (3-a) A total of 69 percent of the sample reported that they were aware that BALC offered in-service training. This figure ranged from 49 percent of the educators in Berkeley to 94 percent of those questioned in Oakland. Across educational positions, the percentages were as follows: 20 percent of the secondary schoolteachers, 67 percent of the elementary schoolteachers, 75 percent of the "other" educators, 91 percent of the building administrators, and 100 percent of the central administrators. When asked to rate the use of this service on a five-point scale (1 signifying "none," to 5 signifying "very much"), the overall mean or average across districts was 2.6, with a standard deviation of 1.5. Actual averages were 1.9 in Berkeley, 2.7 in San Francisco, and 3.4 in Oakland. By position, the scores ranged from 3.9 of the central administrators to 2.5 of the elementary schoolteachers, 2.0 for "other" educators to 1.5 for building administrators and secondary schoolteachers.

Needs Assessment. (3-b) Approximately 40 percent of the sample responded that they were aware that BALC provided needs assessment services. There was very little difference across districts in the awareness, although considerable variation existed according to the psoitions of the educators. These scores ranged from zero percent of the "other" group to 15 percent of the secondary schoolteachers, 37 percent of the elementary schoolteachers to approximately 65 percent of the administrators. The overall rating of use of the needs assessment

service was a mean of 1.5, with a standard deviation of .9, indicating that, in general, the sample felt that they used this service between "little" and "not at all." The usage rating of this service varied little across districts and across positions. The range was from 1 for "other" educators to 1.2, 1.3, 1.4 and 2.0 for secondary schoolteachers, building administrators, elementary schoolteachers, and central administrators, respectively.

Educational Consultants. (3-c) Fifty-nine percent of the educators responded that they were aware that BALC had educational consultants. This ranged from 46 percent of those polled in Berkeley to 62 percent in San Francisco and 74 percent in Oakland. Awareness ranged from approximately 14 percent of the "other" educators and secondary schoolteachers, 82 percent of the building administrators and 92 percent of the central administrators. Usage ratings ranged from 1.6 in Berkeley to 2.2 in San Francisco and 2.7 in Oakland, with an overall average of 2.1 and a standard deviation of 1.3. Secondary schoolteachers and the "other" group indicated practically no use, 1.1, "little use" for elementary schoolteachers and building administrators, 1.9, and between "some use" and "much use", 3.6, for central administrators.

Other Services. (3-d) Twenty percent of the educators polled indicated that they were aware of other services offered by BALC. Several of the services specified include degree programs, assistance in the construction of materials, funding for special programs, library services, and a variety of other services that could be classified as

either "in-service" or "use of consultants." Awareness of these services ran from 9 percent of those in Berkeley to 19 percent in San Francisco, and 39 percent in Oakland. According to position of respondents, the range was from zero percent of the "other" educators to 5 percent of the secondary schoolteachers, 21 percent of the elementary schoolteachers, 27 percent of the building administrators, and 38 percent of the central administrators. Usage of these other services was rated from 1.3 in Berkeley to 1.5 in San Francisco and 1.9 in Oakland. For the whole sample, the overall average was 1.5, with a standard deviation of 1.2, which indicates very little, if any, use of other services across districts. These results were generally consistent with the findings across positions, with the exception of central administrators, who averaged 2.5.

Item 4 - "Think of the BALC services you have actually used and write their names below. Please indicate for each one the changes you have made in your teaching or administrative style, approach, methods or materials as a result of that service. Please list any plans, proposals, programs, or other documents you produced as a result of utilizing each BALC service."

In-Service Training. Forty-five respondents indicated outcomes or results of in-service training. These outcomes included knowledge of techniques that could be used in the classroom, development of materials, knowledge about different cultures, awareness of educational needs of the handicapped, and increased ability of classroom teachers to diagnose and work with children with learning disabilities.

Needs Assessment. Two respondents indicated outcomes for this

service, both were described as help in writing needs.

Consultants. Thirteen respondents specified outcomes for consultants. These included a greater awareness of multi-ethnic composition of the district and the development of a monitoring system to assist with ongoing evaluations and help with psycho-motor problems within the classroom.

Item 5 (a-c).* "Within BALC there are several related organizations including the Teacher Learning Center (TLC - San Francisco), Student & Teacher Access to Resources and Training (START - Oakland), and the Staff Development Center (SDC - Berkeley). Are you familiar with any of these organizations?" [Appendix B-7 to B-9]

Teacher Learning Center (item 5-a). [Appendix B-10 to B-14]

This set of items was designed to elicit the extent to which educators were aware of an organization within the Bay Area known as the Teacher Learning Center. A series of specific questions was also posed to determine awareness and use of specific services offered by the TLC (item 6). Educators surveyed across districts indicated considerable differences in awareness of the TLC. Percentages of awareness varied from 42 percent of the educators in Oakland and 48 percent of those in Berkeley to 94 percent in San Francisco, with an overall percentage of 60 percent. With regard to positions, the results ranged from 35 percent of the secondary schoolteachers to 54 percent of the building administrators, 63 percent of the "other" educators and elementary schoolteachers and 75 percent of the central administrators.

Data gathered in the 1974 impact survey showed that 56 percent of the total sample were aware of TLC. This ranged from 32 percent in Berkeley to 38 percent in Oakland and 100 percent in San Francisco. With regard to specific educational positions, awareness ranged from 64 percent of the building administrators to 38 percent of the elementary schoolteachers and 11 percent of the secondary schoolteachers. Comparison of data from the two impact surveys indicates an increase in awareness of TLC of about 4 percent this year over last. This increase was noted in Oakland and Berkeley, with a decrease reported in San Francisco. According to positions, there was an increase among building administrators and a decrease among secondary schoolteachers.

Item 6. "TLC provides the following kinds of service. Indicate with a check the one(s) of which you are aware and rate the extent to which you have used the services provided by TLC."

In-Service Training (item 6-a). A total of 52 percent of those surveyed responded that they were aware of the TLC's in-service training program. Broken down, these figures ranged from 88 percent of the educators in San Francisco to 37 percent in Berkeley and 32 percent in Oakland. Across positions, the range of awareness was from 20 percent of the secondary schoolteachers to 75 percent of the central administrators, with "other" educators, 38 percent, building administrators, 46 percent, and elementary schoolteachers 56 percent.

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* Numerical order for the following items was abandoned to follow specific subject lines (that is, all items dealing with TLC, 5-a, 6-a to e, are discussed together).

The ratings for use of TLC in-service training ranged from 1.3 in Berkeley to 2.9 in San Francisco, with an overall mean of 1.9 and standard deviation of 1.4. Across positions, the range was from 1.2 for building administrators and secondary schoolteachers to 1.4 for "other" educators, 2.2 for elementary schoolteachers and 2.5 for central administrators.

Curriculum Library (item 6-b). The TLC provided educators in the Bay Area with a library of curriculum materials. The results of the survey show that 45 percent of the respondents sampled were aware of that service. This ranged from 75 percent of the respondents sampled in San Francisco to approximately 30 percent in the other districts. Group figures were 12 percent of the "other" group, 15 percent of the secondary schoolteachers, 46 percent of the elementary schoolteachers and building administrators, and 75 percent of the central administrators.

As regards the use of this library, the overall ratings ranged from 1.2 in Berkeley to 1.9 in Oakland and 2.6 in San Francisco, with an overall mean of 1.9 and standard deviation of 1.3. By position, the range was from approximately 1.2 for building administrators, secondary schoolteachers and "others" to 2.5 for central administrators. The elementary schoolteachers indicated that they had used the service very little, 2.0.

Educational Consultants (item 6-c). A total of 40 percent of the educators sampled indicated that they were aware that TLC provided

educational consultants. This figure ranged from 78 percent of those polled in San Francisco to 29 percent in Oakland and 19 percent in Berkeley. Ratings of the use of this service showed an overall mean of 1.7, with a standard deviation of 1.3. Figures were 2.5 for San Francisco, 1.7 for Oakland and 1.1 for Berkeley. By position, 70 percent of the central administrators were aware of the service, 12 percent of the "others." Usage ratings for these groups were 2.6 for the central administrators, 1.2 for building administrators, 1.8 for elementary schoolteachers, 1.1 for secondary schoolteachers, and 1.2 for "other" educators.

Needs Assessment (item 6-d). Approximately 28 percent of the educators surveyed indicated that they were aware that TLC provided needs assessment. This ranged from about 18 percent in Berkeley and Oakland to 50 percent of the respondents in San Francisco, and from zero percent of the "other" educators to 62 percent of the central administrators, with 2 percent for building administrators, 23 percent for elementary schoolteachers and 5 percent for secondary schoolteachers. The usage rating of this service was an overall 1.3, with a standard deviation of .8, ranging from 1.0 in Berkeley to 1.7 in San Francisco and from 1.0 for building administrators and secondary schoolteachers to 1.6 for central administrators. The rating was 1.3 for elementary schoolteachers and 1.1 for "other" educators.

Other Services (item 6-e). These services include space for meetings, development of materials, staff development for community

volunteers, community services, multi-ethnic programs, and children's day field-trips. A total of 20 percent of the sample indicated that they were aware of other services offered by the TLC. This ranged from 7 percent in Berkeley and 19 percent in Oakland to 41 percent in San Francisco. With regard to respondents' positions, the scores went from 10 percent of the "other" educators to 33 percent of the central administrators, 18 percent of the building administrators and elementary schoolteachers, and 10 percent of the secondary schoolteachers. When asked to rate the use of these other services, the general average across all groups was 1.3 on a five point scale ("no use" to "a great deal of use"), showing that practically no use at all was made of these services, with the exception of San Francisco educators, 1.7, central administrators, 1.8, and "other" educators, 2.1, or "little use."

START Center (item 5-b). [Appendix B-15 to B-19]

The next set of questions deals with the START Center. First, the question of awareness of START in the three districts was surveyed. Fifty-four percent of the educators agreed that they were aware of START. This ranged from 34 percent of the respondents in San Francisco to 43 percent of those in Berkeley and 90 percent in Oakland. According to positions, the figures were 96 percent for central administrators, 54 percent for building administrators, 50 percent for elementary schoolteachers and "other" educators, and 15 percent for secondary schoolteachers.

Last year's data showed that 45 percent of the sample was aware of the START Center. This ranged from 33 percent of the secondary schoolteachers to 42 percent of the elementary schoolteachers and 71 percent of the building administrators. Across districts, the percentages of awareness of START were 98 percent for Oakland, 28 percent for Berkeley and 11 percent for San Francisco. Comparison of the two years' results indicate a general increase across all districts and positions of 9 percent.

Item 7 (a-e). "START provides the following kinds of service. Indicate with a check the one(s) of which you are aware and rate the extent to which you have used the services provided by START."

Educational Resources (item 7-a). The first specific START service surveyed was the availability of educational resources at the START Center. Educators' awareness ranged from 28 percent of those surveyed in San Francisco to 37 percent in Berkeley and 94 percent in Oakland, resulting in an average 51 percent. According to educational positions, the awareness ranged from 96 percent for central administrators, 62 percent for "other" educators, 54 percent for building administrators, 44 percent for elementary schoolteachers, to 5 percent for all the secondary schoolteachers surveyed.

Perceptions of usage of these START educational resources range from about 1.3 on a five-point scale in Berkeley and San Francisco, to 3.8 in Oakland. The overall average was 2.1, with a standard deviation of 1.6. According to position, the ratings were 1.2 for secondary schoolteachers

1.4 for building administrators, 2.1 for elementary schoolteachers and "others", and 2.7 for central administrators.

In-Service-Teacher Training (item 7-b). The second aspect of START services surveyed was the in-service training offerings. A total of 49 percent of the educators sampled were aware that START offered in-service training. This figure ranged from 31 percent in San Francisco to 35 percent in Berkeley and 87 percent in Oakland. By positions, the figures were 100 percent for central administrators, 54 percent for building administrators, 50 percent for "other" educators, 42 percent for elementary schoolteachers, and zero percent for secondary schoolteachers.

As far as actual use of the in-service services of START, the overall average for all respondents was 2.0 on the five-point scale, indicating "little use," with a standard deviation of 1.5, which means a positively skewed distribution with considerable variation. The mean by districts ranged from 3.4 in Oakland to about 1.5 in both San Francisco and Berkeley. With regard to position, the ratings were from 1.0 for secondary schoolteachers, 1.3 for building administrators, and 1.6 for "other" educators, to 2.2 for elementary schoolteachers and 3.0 for central administrators.

Educational Consultants (item 7-c). In addition to offering in-service training and educational resources, the START Center provided educational consultants to help educators with any problems which might arise during the year. Approximately 42 percent of the total sample were

aware of the consultants' existence. This figure ranged from 28 percent in Berkeley and San Francisco to 74 percent in Oakland. Computed by positions, the results ranged from 5 percent of the secondary schoolteachers to 92 percent of the central administrators. Figures for the other groups were 26 percent for elementary schoolteachers, 38 percent for the "other" educators and 54 percent for building administrators.

The estimated use of consultants ranged from almost none, 1.3, in San Francisco and Berkeley, to some, 2.8, in Oakland. The overall average for this service was 2.0 with a standard deviation of 1.3. By positions, figures ranged from 1.0 for secondary schoolteachers, 1.1 for building administrators, 1.3 for "other" educators to 1.8 for elementary schoolteachers and 2.7 for central administrators.

Information Dissemination (START Calendar) (item 7-d). The START Center provided an information dissemination service to local educators. Forty-four percent of the educators surveyed were aware of this service, ranging from 19 percent of those in San Francisco to 28 percent in Berkeley and 90 percent in Oakland. Across occupations, the results ranged from zero percent for secondary schoolteachers to 83 percent for central administrators. Among the other groups, percentages of recognition were 54 percent for the building administrators, 50 percent for "other" educators and 35 percent for the elementary schoolteachers.

When asked if they actually used the information dissemination service, the sample's responses averaged 2.0, with a standard deviation

of 1.5. This ranged from 1.2 in San Francisco to 1.5 in Berkeley and 3.5 in Oakland. By occupation, the range was from 1.1 for secondary schoolteachers to 1.7 for building administrators, 2.0 for elementary schoolteachers, 2.1 for "other" educators, and 2.5 for central administrators.

Other Services (item 7-e). Finally, the educators polled were asked if they were aware of any other services besides the ones listed in items 7-a through 7-d. If they were aware of any such services, they were then asked to what extent they had used these services. A total of 11 percent of the respondents indicated that they were aware of some other services. A partial list includes community volunteers for workshops, in-service training for teacher-assistants, and library. Figures for districts were about 4 percent in San Francisco and Berkeley, 29 percent in Oakland. By position, the figures were zero percent for the secondary schoolteachers and building administrators, 7 percent for elementary schoolteachers and 25 percent for central administrators.

The amount of use of these other services was minimal, ranging from 1.1 of the sample in Berkeley and San Francisco to 2.1 of those in Oakland. With regard to position, only the central administrators and "other" educators reported above 1.5 on the usage scale -- 1.7 and 2.0 respectively. Building administrators and secondary schoolteachers indicated no use at all, with elementary schoolteachers rating between "made no use..." and "made little use..."

Staff Development Center (SDC) (item 5-c). [Appendix B-20 to B-26]

This next series of questions dealt with the third BALC organization surveyed, the Staff Development Center (SDC), centered in Berkeley. Approximately 30 percent of the educators sampled were aware of the SDC. This figure represents 19 percent in Oakland, 25 percent in San Francisco and 41 percent in Berkeley. According to positions, the educators' awareness ranged from about 11 percent of both secondary and elementary schoolteachers, 25 percent of "other" educators and about 65 percent of both building and central administrators.

Last year's data showed 13 percent of the sample had been aware of the SDC. Figures ranged from 5 percent of the elementary schoolteachers to 25 percent of the secondary schoolteachers and 38 percent of the building administrators. Across districts, the range was from zero percent in San Francisco to 6 percent in Oakland and 30 percent in Berkeley. A comparison of these data shows an increase in awareness of SDC across all districts. As regards educational positions, there was an increase for building administrators and elementary schoolteachers, but a decrease for secondary schoolteachers.

Item 8 (a-d). "SDC provides the following kinds of services. Indicate with a check the one(s) of which you are aware and rate the extent to which you have used the services provided by SDC."

In-Service Training (item 8-a). The SDC, like START and TLC, offered in-service training to the constituents of the Bay Area. Twenty-five percent of those surveyed responded that they were aware of the

existence of SDC's in-service training. This ranged from about 18 percent in Oakland and San Francisco to 37 percent in Berkeley. By positions, the range was less than 13 percent for teachers and "other" educators to about 56 percent for administrators.

As to use of the training, the overall average was 1.3, with a standard deviation of .9. Figures ranged from 1.1 in Oakland and San Francisco to 1.7 in Berkeley. By educational positions, the range was from about 1.2 for teachers and "other" educators to 1.7 for administrators. This means that teachers used the service "practically never" and that administrators used in-service training "very little."

Educational Consultants (item 8-b). SDC provided educational consultants to educators in the tri-district area. A total of 21 percent of the sample indicated that they were aware of this service, ranging from approximately 15 percent of those in Oakland and San Francisco, to 30 percent of those polled in Berkeley. By position, the range went from 4 percent of the teachers to 12 percent of "other" educators, up to 54 percent of the administrators.

Use ranged from 1.0 in Oakland and San Francisco to 1.6 in Berkeley. By job categories, figures ranged from 1.1 and 1.2 for teachers and "other" educators to 1.4 for building administrators and 1.7 for central administrators.

Needs Assessment (item 8-c). A total of 19 percent of the educators surveyed were aware of SDC's needs assessment service. This

ranged from about 14 percent in Oakland and San Francisco to 26 percent in Berkeley. By positions, the range was less than 6 percent for teachers to 13 percent for "other" educators and about 48 percent for both types of administrators.

Use of the needs assessment service was rated 1.2, indicating that practically no use was made of this service. Among the three districts, usage was rated from 1.1 in Oakland and San Francisco to 1.5 in Berkeley. By position, the administrators averaged slightly over 1.5 while other groups averaged approximately 1.2.

Other Services (item 8-d). Only about 5 percent of the total sample indicated that they were aware of other services offered by the Staff Development Center. This included parent training, and staff development services. Little difference in this awareness was noted across districts, but of those who were aware of these other services, most were central administrators. Use of these services is not included at this point due to the small number of responses.

Item 9 - "The following is a list of training programs offered by BALC during the past year. We are interested in two types of involvement you have had with these programs: first, if you were involved in the planning of the training session(s), and second, if you were a participant in the training session(s). If you helped plan the session, then put a check in Column A. If you participated in the training session, place a check in Column B. If you were involved in both aspects, planning and participation, then check both columns.

The responses to the second aspect of this question, participation in

training, are summarized in the following table according to district and position of respondent.

TABLE I

Number of respondents who participated in individual BALC workshops

A. ACCORDING TO DISTRICTS

WORKSHOP NAME	BERKELEY	OAKLAND	SAN FRANCISCO	TOTAL
1. Summer '74, Staff In-Service	2	5	0	7
2. We're Getting Together to Get It Together: Tri-District Administrators Seminar 1975	3	5	2	10
3. National Trends with California Blends: Special Education Workshops	3	9	12	24
4. Emergent Alternatives in Early Childhood Education	0	1	2	3
5. Expanding School Community Relations*	0	0	0	0
TOTAL	8	20	16	44

*At the time of the survey, this workshop had not been conducted

B. ACCORDING TO PARTICIPANT POSITION

WORKSHOP NAME	CENTRAL ADMINISTRATORS	SCHOOL ADMINISTRATORS	ELEMENTARY SCHOOL TEACHERS	SECONDARY SCHOOL TEACHERS	"OTHER" EDUCATORS	TOTAL
1. Summer '74, Staff In-Service	3	0	3	1	0	7
2. We're Getting Together to Get It Together: Tri-District Administrators Seminar 1975	8	1	1	0	0	10
3. National Trends with California Blends: Special Education Workshops	13	1	5	1	4	24
4. Emergent Alternatives in Early Childhood Education	3	0	0	0	0	3
5. Expanding School Community Relations*	0	0	0	0	0	0
TOTAL	27	2	9	2	4	44

*At the time of the survey, this workshop had not been conducted

Table I-A shows that more educators in Oakland participated in workshops than did those in either San Francisco or Berkeley. Table I-B shows participation according to the positions of the thirty-four persons responding. This group was composed of five persons who participated in "Summer '74 Staff In-Service" workshop, six who participated in the "We're Getting Together to Get It Together" seminars, twenty-two who participated in the "National Trends with California Blends Special Education Workshops," and one person who participated in "Emergent Alternatives in Early Childhood Education" workshops.

Item 10 - "Other than those listed above, how many school-based in-service workshops did you participate in during the last year?" Specify the names of those workshops."

The overall mean for the number of other workshops attended was 4.9, with a standard deviation of 8.6. This indicates a highly skewed distribution, that is, most people attended between zero and five workshops, but a few attended several more. This figure ranged from an average of .9 for the "other" educators to 10.6 for central administrators. Secondary schoolteachers reported attending an average of 1.4 workshops, with elementary schoolteachers 4.2, and building administrators 5.4. Across districts, the range was from 3.8 in Oakland to 5.0 in Berkeley and 5.8 in San Francisco.

Twenty-three different workshops were noted. Examples and number of respondents include dental, 3; math, 8; metric, 3; languages, 4; multi-cultural, 4; reading, 8; "33", 3; health use, 3; and social

sciences, 2.

Item 11-a. "[For the workshop in which you participated] ... to what extent were presentations of the training effective?" [Appendix B-27]

When asked to rate the effectiveness of the workshop presentation on a five-point scale (one equalling "ineffective," five representing "extremely effective"), the overall mean was 3.8, or effective, with a standard deviation of 1.2. This figure ranged from 3.5 in Berkeley to 3.8 in Oakland and 3.9 in San Francisco.

According to educational positions, figures were "other" educators, 2.0; building administrators, 3.0; elementary schoolteachers and central administrators, 3.9; and secondary schoolteachers, 5.0.

Last year's data showed an overall mean of 4.0, with a standard deviation of 1.0, indicating a slight decrease this year.

Item 11-b. "[For the workshop in which you participated] ... rate the quality of the material presented in the training." [Appendix B-28]

When asked to rate the quality of the materials presented on a five-point scale (one representing "poor," five representing "superior"), the overall average was 4.0, with a standard deviation of 1.1, compared with an overall average from last year of 4.1, with a standard deviation of .9. This ranged from 3.6 in Berkeley to about 4.0 in Oakland and San Francisco.

By educational positions, central administrators and elementary schoolteachers rated the quality of the materials at about 4.3, better

than average, secondary schoolteachers, 5.0; building administrators, 3.0; and "other" educators, 1.0.

Item 11-c. "[For the workshop in which you participated] ... to what extent were the workshop goals achieved?" [Appendix B-29]

Ratings of the attainment of workshop goals averaged 4.1 on a five-point scale, with a standard deviation of .6. The range was from 3.8 in Oakland to 4.0 in Berkeley. Central administrators and elementary schoolteachers rated the goal achievement at 4.1. Other figures were "other" educators, 2.0; building administrators, 3.5; and secondary schoolteachers, 5.0.

Item 11-d. "[For the workshop in which you participated] ... to what extent do you think the training addressed itself to some need or problem of yours?" What was that need or problem?" [Appendix B-30]

In terms of training meeting the needs of the participants, the average score was 3.9 with a standard deviation of 1.1, indicating that the trainees felt that the training did address their needs, although somewhat less than last year, 4.3 with a standard deviation of 1.0. This year's results ranged from 4.5 for teachers to 4.0 for central administrators, 3.0 for building administrators and 2.7 for "other" educators.

Needs identified included development of learning centers for intergroup studies, needs assessment, changes in special education, method of becoming an effective administrator, making teachers aware of school-related problems, intergroup relations in a racially mixed school, and

clarification of mainstreaming concept.

Item 11-e. "[For the workshop in which you participated] ... does that problem or need still exist?" [Appendix B-31]

The training for the workshops was designed to meet the needs or problems of the participants. As disclosed in the preceding item, the trainees generally felt that the training did address their needs. On the other hand, a total of 72 percent of those polled indicated that their problems still existed, compared with 74 percent of last year's sample. There was little deviation in this reponse across districts, but, across educational positions, the range was from 40 percent of the elementary schoolteachers to 100 percent of the secondary schoolteachers and building administrators who indicated that their needs and problems still existed. Seventy-seven percent of the central administrators and 67 percent of the "other" educators reported that their problems still existed.

Item 11-f. "[For the workshop in which you participated] ... would you want more training dealing with the same problem or area? Please specify." [Appendix B-32]

From the results of this variable, one can indirectly measure the success of the training by the extent to which trainees might wish more training dealing with the same problem. Seventy percent of the respondents indicated that they did want more training. This figure ranged from 62 percent of those surveyed in Oakland to 80 percent of those in San Francisco. Last year's results indicated that 83 percent of the educators surveyed would like more training in the same area.

Across educational positions, the results ranged from 33 percent of the "other" educators group to 50 percent of the building administrators and elementary schoolteachers, 82 percent of the central administrators, and 100 percent of the secondary schoolteachers.

Areas in which desire for more training was identified included working with children with two languages, improving methods for administration, diagnosis of "special" students, development of health education materials, career education for physically handicapped, and supervision in the multi-cultural environment.

Item 11-g. "[For the workshop in which you participated] ... would you want more training in some other area?" [Appendix B-33]

The results showed that 79 percent of the sample would like training in some other area. This ranged from 75 percent in Oakland to 80 percent in San Francisco and 86 percent in Berkeley. By positions, the scores were "other" educators, 33 percent; building administrators, 50 percent; elementary schoolteachers, 80 percent; central administrators, 88 percent; and secondary schoolteachers, 100 percent. Ninety-two percent of last year's sample indicated that they desired training in some other area.

Item 11-h. "[For the workshop in which you participated] ... rate the extent to which you have implemented the practices provided to you at the workshop."

Ultimately, the purpose of the training is to change the behavior of children. It is assumed that in order for teachers and administrators to achieve this, they must implement some of the practices learned

during the training. Participants were asked to rate the extent to which they had implemented these practices on a five-point scale ("implemented none of the practices" to "implemented all of the practices"). The average rating was 3.0, with a standard deviation of 1.1, ranging from 2.8 in Oakland to approximately 3.2 in Berkeley and San Francisco.

According to positions, the figures were 2.0 for "other" educators, 2.5 for building administrators, 3.1 for elementary schoolteachers and central administrators, and 4.0 for secondary schoolteachers.

Item 11-i. "[For the workshop in which you participated] ... were you aware that people from other districts participated in this training?" [Appendix B-34]

One of the purposes of BALC was to involve educators in all three districts in the Center's training activities. Of the persons who actually participated in BALC workshops, 97 percent were aware that people from other districts were involved. Data indicated that only one participant, a central administrator from Berkeley, was not aware of this arrangement.

Item 11-j. "[For the workshop in which you participated] ... as a result of this training, have you made professional contacts with people in districts other than your own?" [Appendix B-35]

One outcome of interaction with people in other districts through the BALC workshops would be the establishment of professional contacts. Seventy-six percent of the educators reported having made such contacts, ranging from 62 percent in Oakland to about 88 percent in Berkeley and San Francisco, and from 100 percent of the building administrators and

secondary schoolteachers to zero percent of the "other" educator group, with 33 percent for elementary schoolteachers and 94 percent of the central administrators.

Item 11-k. "[For the workshop in which you participated] ... as a result of your participation, are you more aware of related activities in other districts?" [Appendix B-36]

Another outcome of working with people in other districts is an awareness of related activities going on in other districts. Ninety-three percent of the sample reported such awareness, ranging from 86 percent in Berkeley to 92 percent in Oakland and 100 percent in San Francisco. By position, all groups repoted 100 percent awareness with the exception central administrators, 88 percent.

Item 11-l. "[For the workshop in which you participated] ... as a result of your participation, do you think communication between educators across districts has been facilitated?" [Appendix B-37]

Finally, it was hoped that, as a result of tri-district collaboration, communication between educators would be improved. Eighty-nine percent thought that this had been accomplished, from 71 percent in Berkeley to 92 percent in Oakland and 100 percent in San Francisco. Figures for building administrators, elementary schoolteachers and secondary schoolteachers were 100 percent, central administrators, 88 percent, and "other" educators, 50 percent.

The series of questions above have dealt solely with participation in BALC workshops. Questions that follow deal with the other part of

item 9, planning the workshops.

One of the major purposes of BALC was to allow educators to help plan their own training in order to better meet their own needs. A total of forty-three persons sampled indicated that they had been involved in the planning of one of the five workshops offered, as shown in Table II on the following page. Each person who had some experience in planning was instructed to select one workshop and answer a series of questions pertaining to the planning activities connected with it. Of the forty-three persons who had been involved in planning the individual workshops, a total of twenty-one answered the next set of questions, suggesting that there was considerable overlap among the persons actually doing the planning. For example, a person who was involved in planning "Emergent Alternatives..." might also have been involved in planning "California Blends...".

Item 12. "Select one of the workshops listed in item 9 which you helped plan and write its name on the line below." [Appendix B-38]

The responses to this question are based on a total of twenty-one persons, 18 central administrators and three elementary schoolteachers. The workshops listed include: "Summer '74 Staff In-Service," 7 participants; "We're Getting Together to Get It Together: Tri-District Administrative Seminars 1975," four participants; and "National Trends with California Blends, Special Education Workshops," ten participants. All three teachers were involved in planning the "California Blends" workshop. According to districts, the representation ran from three respondents

TABLE II

Number of respondents who helped plan the BALC workshops in which they participated

A. ACCORDING TO DISTRICTS

WORKSHOP NAME	BERKELEY	OAKLAND	SAN FRANCISCO	TOTAL
1. Summer '74, Staff In-Service	3	6	1	10
2. We're Getting Together to Get It Together: Tri-District Administrators Seminar 1975	3	0	3	6
3. National Trends with California Blends: Special Education Workshops	2	7	5	14
4. Emergent Alternatives in Early Childhood Education	2	2	2	6
5. Expanding School Community Relations	2	5	0	7
TOTAL	12	20	11	43

B. ACCORDING TO PARTICIPANT POSITION

WORKSHOP NAME	CENTRAL ADMIN-ISTRATORS	SCHOOL ADMIN-ISTRATORS	ELEMEN-TARY SCHOOL TEACHERS	SECONDARY-SCHOOL TEACHERS	"OTHER" EDUCATORS	TOTAL
1. Summer '74, Staff In-Service	9	0	0	0	0	9
2. We're Getting Together to Get It Together: Tri-District Administrators Seminar 1975	6	0	0	0	0	6
3. National Trends with California Blends: Special Education Workshops	12	0	2	0	0	14
4. Emergent Alternatives in Early Childhood Education	6	0	0	0	0	6
5. Expanding School Community Relations	6	0	0	0	0	6
TOTAL	6	0	2	0	0	41

from Berkeley to six from San Francisco and thirteen from Oakland.

Item 12-a. "In which of the following ways did you participate in the planning? (1) planning meetings; (2) personal consultation; (3) memos; and (4) other."

The results from this item are described in the following Table III. It is clear that the planning activity most frequently participated in was "meetings," followed closely by "consultation." Other types of planning activities cited were coordination, program speaker, and telephone correspondence.

TABLE III

Number of respondents participating in various types of planning across districts

	BERKELEY	OAKLAND	SAN FRANCISCO	TOTAL
MEETINGS	3	9	5	17
CONSULTATION	2	7	4	13
MEMO	1	4	2	7
OTHER	1	3	1	5

Item 12-b. "To what extent was your input incorporated in the final plan?"

If local educators are to have input into planning, it is important that they perceive this input as actually being used. The overall average for the twenty-one respondents was 3.8 on a five-point scale (one equals

"not at all," five equals "totally"). There was little difference across districts, but a difference was noted across educational positions. Central administrators rated this item 3.8, while elementary schoolteachers scored their answers at 3.0.

Item 12-c. "Were people from other districts included in this planning?" [Appendix B-40]

All of the respondents answered affirmatively.

Item 12-d. "As a result of these planning activities, are you more aware of training activities being conducted in other districts?" [Appendix B-41]

A total of 91 percent of the respondents answered affirmatively. Those less aware of this fact happened to be central administrators from Oakland.

Item 12-e. "As a result of these planning activities, do you think communications between districts has been facilitated?" [Appendix B-42]

Ninety percent of the respondents answered affirmatively. Figures ranged from 75 percent in Berkeley to 83 percent in Oakland and 100 percent in San Francisco.

Item 12-f. "Do you think that this type of tri-district planning is productive?" [Appendix B-43]

Survey participants scored this item with an average of 4.0 and a standard deviation of 1.0 on a five-point scale ("totally nonproductive" to "totally productive"). The answers ranged from 3.5 in Berkeley to

3.8 in Oakland and 4.7 in San Francisco, and from central administrators, 4.1, to elementary schoolteachers, 3.0.

Item 12-g. "As a result of this planning experience, are you better prepared to plan staff development activities?" [Appendix B-44]

On a five-point scale ("not at all prepared" to "much better prepared"), the mean score was 4.0, with a standard deviation of 1.1. This ranged from 3.2 in Berkeley to 3.8 in Oakland and 4.6 in San Francisco. Central administrators rated this item 4.1, and teachers, 3.0.

B. STUDENT AND TEACHER ACCESS TO RESOURCE TRAINING (START)

The items on the impact survey instrument for the START Center were divided into two general categories, those concerning the awareness of the START Center and its activities, and those concerning the planning and participation in START activities. These items are explored according to respondent position in the following summary. The data tables are included in Appendix B of this volume.

Item 1. "Within the Oakland Public Schools is an organization known as the START Center. Are you familiar with this organization?" [Appendix B-45]

Before attempting to determine the actual impact of the START Center on its constituents, a series of questions was designed to discover the extent to which teachers were aware of the Center and its specific services. This first question dealt with the respondents' basic awareness

of START, and 96 percent answered yes. Since the sampling procedure employed was to a large extent dependent upon a person's participation in some START activity, the importance of these data lies in the fact that respondents were aware of exactly where these services originated.

Item 2. "START provides the following kinds of services. Indicate with a check the one(s) of which you are aware and rate the extent to which you have used the services provided by START: (1) Education Resources; (2) In-Service Teacher Training; (3) Educational Consultants; (4) Information Dissemination; and (5) Other." [Appendix B-46 to B-50]

Education Resources (item 2-a). A total of 96 percent were aware that START offered educational resources such as curriculum, materials, facilities, etc. Figures ranged from 100 percent of the building administrators to 83 percent of the "other" group. On a five-point scale ("made no use" to "made a great deal of use"), the mean was 3.6, ranging from 3.1, secondary schoolteachers, to 3.8, elementary schoolteachers and building administrators.

In-Service Teacher Training (item 2-b). A total of 86 percent were aware that START provided in-service training, ranging from 81 percent of the elementary schoolteachers to 91 percent of the secondary schoolteachers and administrators. On a five-point scale, usage ranged from 2.9 for secondary schoolteachers to 3.3 for administrators; the average was 3.2, with a standard deviation of 1.6.

Educational Consultants (item 2-c). A total of 83 percent were

aware of educational consultants. Very little difference in awareness was noted between groups, but there was considerable difference between groups on use. Average ratings were 2.4, with a low of 1.7 ("very little use") for the "other" educators, to 2.9 ("moderate use") for the building administrators.

Information Dissemination (START Calendar) (item 2-d). An average of 92 percent were aware of this service, ranging from 83 percent of the "others" to 100 percent of the administrators. The overall usage rating of this service was 3.1, ranging from 2.5 ("little to moderage use") for secondary schoolteachers, to 3.9 ("considerable use") for administrators.

Other Services (item 2-e). An average of 65 percent were aware of other services, ranging from 48 percent of the elementary schoolteachers to 85 percent of the administrators. Fourteen services were named, all of which fall under the four categories already listed.

Use of these other services was rated an average of 2.7, ranging from 2.0 ("little use") for elementary schoolteachers to 3.6 ("moderate to much use") for administrators.

Item 3. "Think of the START services you have actually used and write their names below. Please indicate for each one the changes you have made in your teaching or administrative sytle, approach, methods, or materials as a result of that service. Please list any plans, proposals, programs or other documents you produced as a result of utilizing each START service." [Appendix B-51 to B-61]

In the first two items, general information on the awareness and use of START services was elicited. This quantitative information is helpful in defining different perceptions respondents had of START's impact, but actual outcomes -- changes in teaching or administrative behavior -- are more important in truly determining the impact of the Center. A content analysis of the open-ended responses was completed and is summarized in the following paragraphs.

Educational Resources. Thirty-one respondents indicated changes or outcomes as a result of this service. These outcomes included completed curriculum individualized reading programs, enriched social studies units, receipts of books, use of laminating machine, reading games, receipt of music materials, and setting up curriculum displays.

In-Service Training. Eleven respondents specified outcomes from this training. They included improvement of lab groups, receipt of information on math teaching, awareness of new nursing techniques, improvement of administrators, better understanding of other principals' problems, greater understanding of bilingual problems, and use of cameras.

Educational Consultants. Three respondents indicated outcomes. They included greater understanding of ethnic problems and help in planning for teacher groups.

Information Dissemination. One respondent indicated one outcome, the regular use of the START Calendar.

Item 4. "The following is a list of training programs offered by START during the past year. We are interested in two types of involvement you have had with these programs: first, if you were involved in the planning of the training session(s) and second, if you were a participant in the training session(s). If you helped plan the session, then put a check in Column A (Planning). If you participated in the session, place a check in Column B (Participation). If you were involved in both aspects, check both columns." [Appendix B-62]

This section of the instrument dealt with selected outcomes of the START in-service training offered to its constituents. Particular emphasis was placed on the outcomes of planning and participation in the various workshops. The following table illustrates the number of persons in the sample who reported either planning or participating in the individual workshops.

TABLE I – START

Respondents involved in Planning of, or number Participating in START workshops

PLANNING	PARTICIPANT	
1	3	a. "Use of 35 mm Camera"
3	3	b. First Vice Principals Gathering
2	4	c. Nurses' Inservice
2	3	d. Summer Institute 1975
5	10	e. Administrators Conference at Asilomar
1	1	f. Secondary Social Studies Weekend
0	0	g. Parent Effectiveness at Howard Schooi
3	8	h. Guided Self-Analysis at Brookfield School
4	11	i. Summer Workshop: "A Continuing Search for Human Values
3	13	j. Teacher Shelter
2	2	k. Outdoor Education Enthusiasts
3	6	l. Leadership Lab
TOTAL 29	65	

The totals from Table I-START clearly show that of the fifty-two respondents, some educators participated in more than one training workshop, and that individuals participated in the planning of all workshops, except one.

Item 5. "Other than those listed above, how many school-based in-service workshops did you participate in during the past year? Please specify." [Appendix B-62]

About 50 percent reported participation in from one to five other workshops, several of which were offered by BALC. Over twenty-five different workshops were named. The ones most frequently mentioned included math, reading, ABC, multi-ethnic, Dairy Council Nutritional, and Human Relations.

Item 6. "Select one of the workshops listed in item 4 in which you participated and ... answer the next eight questions as they pertain to the workshop you just specified." [Appendix B-63 to B-64]

To achieve a general view of the quality and outcomes of the training offered by the START Center, a series of eight questions was asked of each participant on the basis of one workshop chosen by the respondent. The statistics summarized in the next eight sections are based on the number of those who participated in the workshops, twenty-nine, representing twelve administrators, twelve elementary schoolteachers, four secondary schoolteachers and three "other" educators. The five-point scale was used.

Item 6-a. "To what extent were presentations of the training effective?" [Appendix B-65]

Results showed an average rating of 4.1, with a standard deviation of 1.2. Although teachers and administrators had approximately the same averages, secondary schoolteachers and administrators had more than twice as much variation in their responses as elementary schoolteachers.

Item 6-b. "Rate the quality of the material presented in the training." [Appendix B-65]

The average rating was 3.9, with a standard deviation of 1.3 and a range from 3.6 for administrators to 4.2 for secondary schoolteachers and 5.0 for "other" educators.

Item 6-c. "To what extent were the workshop goals achieved?" [Appendix B-66]

Results showed an average rating of 3.6, with a standard deviation of 1.3, and a range from 3.3 for administrators to 4.3 for "others."

Item 6-d. "To what extent do you think the training addressed itself to some need or problem of yours? Please specify." [Appendix B-66]

There was an average rating of 3.8, with a standard deviation of 1.3, and a range from 4.7 for the "other" group to 3.4 for the administrators. Considerably more variation was found in the administrators' data (a standard deviation of 1.3) in comparison with the "other" educators (.6).

Needs were identified by eighteen people. These included administrative

problems (5), lack of motivation to learn (3), individualization (2), need for more materials (2), understanding the master plan, growing plants in the classroom, the role of the vice-principal, and a variety of others.

Item 6-e. "Does that problem or need still exist?" [Appendix B-67]

An average of 73 percent answered yes, ranging from 50 percent of the secondary schoolteachers to 100 percent of the "other" educators.

Items 6-f & g. "Would you want more training dealing with the same problem or area? ..... Would you want more training in some other area?" [Appendix B-68]

A total of 88 percent wanted more training in the same area, and 84 percent in some other area.

Item 6-h. "Rate the extent to which you have implemented in your classroom the practices provided to you at the workshop." [Appendix B-68]

Results show an average of 3.9, with a standard deviation of 1.1, ranging from 3.2 for administrators to 4.0 for elementary schoolteachers and "others."

Item 6-i. "As a result of your participation in the above workshop, are you more aware of related activities in your district?" [Appendix B-69]

An average of 85 percent felt more aware, ranging from 100 percent of the secondary schoolteachers and "others" to 80 percent of the elementary schoolteachers and administrators.

Item 6-j. "As a result of your participation in the above workshop, do you think communication between individuals has been facilitated?" [Appendix B-69]

An average of 81 percent agreed that it had, ranging from 78 percent

of the elementary schoolteachers to 100 percent of the secondary schoolteachers.

Item 7. "Select one of the workshops listed in item 4 that you helped plan and [answer the following questions]."

To determine the impact of the planning activities within START, a series of six questions were asked. The data summarized in the next several sections refer only to those educators who participated in some form of planning, and is not necessarily representative of the whole sample. This group of people included seven administrators, two elementary schoolteachers, one secondary schoolteacher, and two "other" educators.

Item 7-a. "In which of the following ways did you participate in planning? (1) planning meetings; (2) personal consultation; (3) memo; or (4) other." [Appendix B-71]

The results show that 67 percent participated in planning meetings, 75 percent in personal consultation, 25 percent by memos, and 25 percent by some other means.

Item 7-b. "To what extent was your input incorporated in the final plan." [Appendix B-71]

The average was 4.2, with a standard deviation of .9, ranging from 3.0 for secondary schoolteachers and "others" to 5.0 for elementary schoolteachers.

Item 7-c. "Do you think that this type of planning is productive?" [Appendix B-72]

All groups rated it above 4.5, or "totally productive," averaging 4.8 with a standard deviation of .5.

Item 7-d. "As a result of this planning experience, are you better prepared to plan staff development activities?" [Appendix B-72]

Respondents rated this item at 3.9, with a standard deviation of 1.0, ranging from 2.0 for the "other" group to 4.4 for the administrators.

Item 7-e. "As a result of these planning activities, are you more aware of training activities conducted in your district?" [Appendix B-73]

Seventy-five percent answered affirmatively, ranging from 50 percent of the elementary schoolteachers and "others," to 100 percent of the secondary schoolteachers.

Item 7-f. "As a result of these planning activities, do you think communications between educators across districts has been facilitated?" [Appendix B-73]

An average of 85 percent of the sample answered affirmatively, ranging from 67 percent of the elementary schoolteachers to 100 percent of the secondary schoolteachers and "other" educators.

CHAPTER 3

DISCUSSION AND CONCLUSIONS

This chapter contains a general discussion of the results summarized in Chapter 2 of this report. Conclusions have been drawn as they relate to particular objectives dictated by the BALC project. Wherever possible, impact data from 1974 and 1975 will be compared.

As explained in the methodology section in Chapter 2, the current impact survey attempted to measure the extent to which two specific objectives were met. First, to what extent did educators in the Bay Area participate in BALC activities at various staff development centers, and second, to what extent did a variety of BALC and START constituents share involvement in program development that met the needs of the individual districts, schools and individuals. To explore the success of these two objectives and their impact, this discussion will first concern the activities of the Bay Area Learning Center itself. Then the impact of the START Center will be summarized according to the Oakland sample.

A. DISCUSSION OF BALC RESULTS

Before examining the results as they relate to the two desired objectives, awareness data from the survey will be presented and compared with those of the 1974 impact survey. The purpose will be to give the reader a general perception of the extent to which the current sample of participants was aware of the actual services provided by BALC as compared with results from last year's survey. This background information should prove useful in interpreting the other results. It

must be remembered that the selection of sample participants for both surveys was based on actual participation in BALC and START activities, and these results cannot be generalized to include all educators in the Bay Area, but pertain only to selected users and non-users of BALC and START Center.

Awareness. Overall awareness of BALC increased about 7 percent over last year. This increase was noted not only for BALC as an entity, but also for three of the staff development centers, which are partially funded by BALC. Percentaged of increased awareness also grew: 7 percent for BALC, 6 percent for TLC, 9 percent for START, and 17 percent for the SDC. It is important to note that, although the Staff Development Center showed the greatest increase in awareness, only 30 percent of the sample indicated awareness of the SDC, as compared with 54 percent for START, 60 percent for TLC and 81 percent for BALC.

Awareness of different staff development activities also demonstrated considerable variation across different educational positions. In general, a larger percentage of central administrators were aware of staff development activities than, in order, building administrators, elementary schoolteachers, "other" educators, and secondary schoolteachers.

On the basis of these data, it seems appropriate to conclude that BALC and certain of its selected components are better known to Bay Area educators now than in the past. Furthermore, the data suggest

that, if one assumes an educator must be aware of a service before he can use it, and that the Teacher Center's aim is to serve all educators across three districts, then an effort should be made to increase awareness of these services, particularly to educators in Berkeley and to secondary schoolteachers as a whole.

Objective. "Interdistrict participation on a regular basis by staff members in as many BALC activities as desired at either of the Staff Development Centers."

To what extent did different groups of educators from the three districts participate in, or use services from BALC? The answer to this question can be determined by viewing the awareness and the use of specific services offered across districts and educational positions. In general, the services included in-service training, education consultants, educational resources (materials, curriculum, and library services), and needs assessment. Use of these services was measured on a five-point scale ranging from number one, indicating "no use" of the services, to number five, indicating "a great deal of use" of the services.

In-Service Training. BALC, TLC, SDC and the START Center all provided in-service training activities to their constituents. Awareness of that training varied from 69 percent for BALC, 52 percent for TLC, and 49 percent for START, to 25 percent for the SDC. Use of the service ranged from 1.3 (on a five-point scale) for those using the SDC, to 2.0

that, if one assumes an educator must be aware of a service before he can use it, and that the Teacher Center's aim is to serve all educators across three districts, then an effort should be made to increase awareness of these services, particularly to educators in Berkeley and to secondary schoolteachers as a whole.

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for START, and from 1.9 for TLC to 2.6 for BALC. Other data show that most use was made of in-service training by educators from Oakland, followed by San Francisco; considerably less use was indicated by the sample from Berkeley. Also, usage ratings were generally highest for central administrators, followed by elementary schoolteachers and "other" educators; the least amount of use was made by building administrators and secondary schoolteachers.

These data indicate a strong, positive relationship between the awareness of in-service training and its use for all groups, with the exception of building administrators. This group, although they were aware of the training activities, had a very low usage rating. Further evidence of in-service-training usage was gleaned from the forty-five specific outcomes from these activities that were noted by the respondents.

Overall, the data show that more educators were aware of, and made use of the in-service-training activities offered than of any other service provided by BALC or any of its components.

Educational Resources (including materials, curriculum and library services). The START Center and the Teacher Learning Center both offered these educational resources. About half of the sample was aware of this service in the START Center, and 45 percent claimed awareness at TLC. These figures varied considerably across districts and clearly indicate that, within the home district, there is much more awareness and use of the respective facilities than outside of it. This

information suggests that, if BALC's purpose is to provide a wide variety of services across districts, then educators from Berkeley should either receive some form of material/curriculum services, or should have greater access to the START Center or to TLC. Perhaps the easiest way to facilitate this access would be to encourage Berkeley educators to make use of the two centers.

The data also show that secondary schoolteachers and building administrators make the least use of educational resources from START or TLC. This fact could be attributed to lack of awareness by secondary schoolteachers, but not for administrators.

Educational Consultants. Consultants were provided by BALC, TLC, SDC and START Center. Awareness of these services ranges from 59 percent of the sample for BALC to 22 percent for SDC, with START and TLC reporting about 41 percent. The usage ratings vary from 2.1 in BALC to 1.2 in SDC. Generally speaking, the greatest use of consultants was made by administrators, followed by elementary schoolteachers, building administrators and secondary schoolteachers. Data show that educational consultants are used about as much as the educational resources discussed above, but somewhat less than the in-service training.

Needs Assessment. Finally, BALC, TLC and the SDC all offered needs assessment services to Bay Area educators. Only about 25 percent of the sample reported being aware of this service, and usage ratings are all less than 1.4 on the five-point scale. This clearly shows that the needs assessment services were the least used service provided by the

Teacher Center.

Conclusion

On the basis of the data from the above information, the following conclusions can be drawn.

In San Francisco and Oakland, BALC is currently meeting its objective of interdistrict participation through two activities: in-service training for elementary schoolteachers and central administrators; and to a lesser degree, providing educational resources and consultants. In the area of needs assessment, however, not much service is provided. Educators from Berkeley showed considerably less use of all services than educators from San Francisco and Oakland, and secondary schoolteachers used them least of all. In terms of staff development components, the Staff Development Center in Oakland ranked consistently lower than either the START Center or the Teacher Learning Center in actually providing various services.

The results from the next set of items on the survey instrument dealt with the quality of the training that was offered by BALC. It was inferred from the previously stated objective that educators not only participate in staff development activities, but that these activities should be of good quality. Several dimensions of the training were assessed.

Forty-four educators responded to the survey: eight from Berkeley, sixteen from San Francisco and twenty from Oakland. To identify participants further, there were twenty-seven central administrators, nine

elementary schoolteachers, and two building administrators and secondary schoolteachers. This disparity between the number of administrators and educators should be remembered when interpreting these data.

Respondents rated the effectiveness of training presentation at an averate of 3.8, as compared with last year's rating of 4.0; the quality of the material presented was 4.0, last year's 4.1; and the extent to which workshop goals were achieved was 4.1, last year's 4.0. The implementation of practices learned in the workshops was rated at 3.0: there was no rating on implementation last year. Thus, this year's results indicate a slight decrease in the effectiveness of presentation and quality of material, and a slight increase in achievement of goals. On the basis of these data, it can be concluded that respondents were very satisfied with the training they received.

Other items pertaining to the interdistrict objective show that 97 percent of the educators were aware that they were participating in workshops with people from other districts, and 76 percent had made professional contacts across district lines. Ninety-three percent said that they were more aware of related activities in other districts, and 89 percent reported communication between districts had been facilitated. These data indicate that for those educators who actually participated in BALC training, BALC is meeting its objective, not only of having people participate in tri-district staff development activities, but also in facilitating communication between districts.

Objective. "The union and involvement of parents, classroom teachers, supportive district staff in program development to meet the needs of individual districts, schools and pupils."

The second objective BALC addressed was the extent to which a wide variety of constituents were involved in the planning of staff development activities in order to meet educators' needs. Several questions were designed to assess the effectiveness of the planning process and the extent to which needs were addressed by the training activities.

Educators reported that training addressed their individual needs with teachers generally ranking this item higher than administrators. About 70 percent of all respondents reported that they would like further training in the same area. This should be taken as a positive sign, for, if the training had been inferior, the respondents would not want more of it.

Between one-quarter and one-half of the educators surveyed helped plan staff development activities. Of this group, 97 percent were central administrators, 3 percent were elementary schoolteachers. Roughly 25 percent represented Berkeley and San Francisco, and 50 percent represented Oakland. This group indicated an average rating of 3.8 on a five-point scale for the extent to which their input was included in the final plan. All twenty-two of the respondents indicated awareness of other district educators during the planning, and 90 percent reported that communications between districts had been facilitated. These same respondents rated the type of tri-district planning as "very productive" and that, as a result of this experience, they were better able to plan

staff development activities.

The findings from these items suggest that, for those central administrators and elementary schoolteachers who participated in the planning of activities, BALC met its objective of involving members of all groups. The data do not indicate, however, the extent to which each group participated. It can be concluded on the basis of these data that BALC was successful in meeting its objective as far as central administrators and elementary schoolteachers were concerned, but more building administrators and secondary schoolteachers could participate and that, therefore, the objective was not successfully met for these groups.

B. DISCUSSION OF THE START RESULTS

The impact of the START Center, as a component separate from BALC, was selected as one of the priorities by the project director. The discussion of these results should be considered as additional information on BALC's effectiveness and represents the impact of one specific component within the overall BALC effort in one local district.

Awareness. Practically all Oakland participants indicated that they were aware of the START Center. In addition, over 80 percent of the respondents were aware of the specific services offered by START. These included 96 percent aware of educational resources, 86 percent aware of in-service training, 83 percent aware of educational consultants, and 92 percent aware of information dissemination. Since the sampling procedure employed was to a large extent dependent upon a person's

participation in some START activity, the importance of these data lies in the fact that participants were aware not only of the service which they had received, but of all other services available at the START Center. One of the reasons participants are so aware of the START Center could be its central location; all services emanate from that one source, and once an educator sets foot in the central building, for whatever reason, he is exposed to all START services in some form.

Actual use of the services, as indicated on the five-point scale, show that most usage was made of education resources, followed by in-service training, information dissemination, and consultants. In general, building administrators used the services more than the other groups, especially those of the START Center in the Oakland Unified Districts. Secondary schoolteachers used them the least, although the Oakland group used the START Center services more than the Bay Area teachers used any other BALC service. These results have important implications for the overall impact of BALC since across-district findings showed that building administrators made little use of other BALC services.

START offered twelve different workshops that were assessed in this survey. Results show that participants were very satisfied with the quality of materials and the effectiveness of presentations at the workshops, but were somewhat less satisfied with the extent to which goals or objectives were met. They felt, generally, that the training addressed their specific needs and that they would like more training in both similar

and different areas. Eighty percent of all groups felt that, as a result of the training, they were more aware of related activities within the district and that communications between educators within the district had been facilitated. Thus, results were consistent with the general BALC findings, and showed clearly that those who participated in this type of staff development were very favorably impressed.

With regard to planning participation, the educators in Oakland who actually took part in the workshops found the activity extremely productive and felt that their input was generally incorporated into the total plan. They also indicated that this experience helped them plan staff development activities in general.

On the whole, results from the START Center survey show that, for those educators who have engaged in some form of START service, it is a very productive and valuable experience and the participants would be interested in further use of the Center.

C. CONCLUSIONS

The results of the impact survey indicate that BALC is meeting its objectives. Its users are more aware of the variety of services provided than they were last year. Use of in-service training has increased, particularly for central administrators and elementary schoolteachers. BALC and START services were used least by secondary schoolteachers as a group, and, as in the past, Berkeley educators used all services less than educators from either Oakland or San Francisco.

Those participating in the training offered by BALC or START found it to be effective, that it addressed their needs and that they would like more of it. In addition, input from local elementary schoolteachers and central administrators was considered in the planning of traditional staff development activities at BALC, and input from building administrators in Oakland was used in planning staff development activities for START. As a result of these activities, communications between districts is being facilitated and knowledge of similar training activities is being shared, both across and within the three districts. This increased communication should be a step forward in making more efficient use of educational resources across districts.

APPENDIX A

FY '75 BALC & START Impact Survey Instruments

BAY AREA LEARNING CENTER (BALC)

IMPACT SURVEY

SECTION I: GENERAL

1. Within the Bay area school districts is an organization known as the Bay Area Learning Center (BALC). Are you familiar with this organization?

Yes _____ No _____

2. Are you aware that the BALC is a collaborative arrangement among 3 districts organized to provide educational services for Berkeley, Oakland and San Francisco?

Yes _____ No _____

3. The BALC provides the following types of services. Indicate with a check the ones of which you are aware and rate the extent to which you have used the services provided.

___ a. In-Service Training

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ b. Needs Assessment

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ c. Educational Consultants

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ d. Other service (please specify)_____

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

4. Think of the BALC services you have actually used *write* their names below. Please indicate for each one the changes you have made in your teaching or administrative style, approach, methods, or materials as a result of that service. Please list any plans, proposals, programs, or other documents you produced as a result of utilizing each BALC service.

a. Name of service:_____

Result:_____

_____

b. Name of service:_____

Result:_____

_____

c. Name of service:_____

Result:_____

_____

5. Within the BALC there are several related organizations, including the Teacher Learning Center (TLC–San Francisco), Student & Teacher Access to Resources and Training (START–Oakland), and the Staff Development Center (SDC–Berkeley). Are you familiar with any of these organizations? (indicate by check)

TLC _____ START _____ SDC _____

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6. TLC provides the following kinds of service. Indicate with a check the one(s) of which you are aware and rate the extent to which you have used the services provided by TLC.

___ a. In-Service Training

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ b. Curriculum Library

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ c. Educational Consultants

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ d. Needs Assessment

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ e. Other service (please specify)_____

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

7. START provides the following kinds of service. Indicate with a check the one(s) of which you are aware and rate the extent to which you have used the services provided by START.

___ a. Educational Resources (curriculum, materials, facilities, etc.)

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ b. In-Service Teacher Training

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ c. Educational Consultants

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ d. Information Dissemination (START calendar)

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

___ e. Other service (please specify)_____

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

8. SDC provides the following kinds of services. Indicate with a check the one(s) of which you are aware and rate the extent to which you have used the services provided by SDC.

a. In-Service Training

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

b. Educational Consultants

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

c. Needs Assessment

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

d. Other service (please specify)_____

( ) made no use of this service	( )	( )	( )	( ) made use of this service a great deal

SECTION II: PLANNING AND PARTICIPATION

9. The following is a list of training programs offered by BALC during the past year. We are interested in two types of involvement you may have had with these programs: First, if you were involved in the *planning* of the training session(s); and second if you were a *participant* in the training session(s). If you helped plan the training session, then put a check in Column A (Planning). If you participated in the training session, place a check in Column B (Participation). If you were involved in *both* aspects, planning and participation, check both columns.

Col. A PLANNING	Col. B PARTICIPANT	
_____	_____	a. Summer '74 Staff Inservice
_____	_____	b. We're Getting Together to Get It Together: Tr- District Administrative Seminars 1975
_____	_____	c. "National Trends with California Blends": Special Education Workshops
_____	_____	d. "Emergent Alternatives in Early Childhood Education"
_____	_____	e. Expanding School Community Relations

10. Other than those listed above, how many school-based in-service workshops did you participate in during the last year?

_____ no. of workshops

Specify the names of the workshops:_____

_____

11. Select one of the workshops listed in item 9 above in which you *participated* and write its name on this line:

_____

If none, skip to item 12.

Answer the next 12 questions as they pertain to the workshop you just specified on the preceeding line.

a. To what extent were presentations of the training effective?

( ) ineffective	( )	( )	( )	( ) extremely effective

b. Rate the quality of the material presented in the training.

( ) poor ( ) ( ) ( ) ( ) superior

c. To what extent were the workshop goals achieved?

( ) not at all ( ) ( ) ( ) ( ) totally

d. To what extent do you think the training addressed itself to some need or problem of yours?

( ) not at all ( ) ( ) ( ) ( ) very well

What was that need or problem (please explain)?_____

_____

e. Does that problem or need still exist?

Yes _____ No_____

f. Would you want more training dealing with the same problem or area?

Yes _____ No_____

g. Would you want more training in some other area?

Yes _____ No_____

If yes, please specify the area(s):_____

_____

h. Rate the extent to which you have implemented the practices provided to you at the workshop

( ) implemented none of the practices ( ) ( ) ( ) ( ) implemented all of the practices

i. Were you aware that people from other districts participated in this training?

Yes _____ No _____

j. As a result of this training, have you made professional contacts with people in districts other than your own?

Yes _____ No _____

k. As a result of your participation in the above workshop are you more aware of related activities in other districts?

Yes _____ No_____

l. As a result of your participation in the above workshop do you think communication between educators across districts has been facilitated?

Yes _____ No_____

12. Select one of the workshops listed in item 9 which you helped *plan* and write its name on this line:

_____

[If you did not participate in planning, do not answer any more questions.]

Answer the next seven questions as they pertain to the workshop you just specified on the preceeding line.

a. In which of the following ways did you participate in the planning? [check the activity(s) which best describe(s) your planning]

_____ (1) planning meetings

_____ (2) personal consultation

_____ (3) memo

_____ (4) other, please specify_____

b. To what extent was your input incorporated in the final plan?

( )	( )	( )	( )	( )
not at all				**totally**

c. Were people from other districts included in this planning?

Yes_____ No_____ Don't know_____

d. As a result of these planning activities, are you more aware of training activities being conducted in other districts?

Yes_____ No_____

e. As a result of these planning activities, do you think communications between districts has been facilitated?

Yes_____ No_____

f. Do you think that this type of tri-district planning is productive?

( )	( )	( )	( )	( )
totally non-productive				**totally productive**

g. As a result of this planning experience, are you better prepared to plan staff development activities?

( )	( )	( )	( )	( )
not at all prepared				**much better prepared**

STUDENT & TEACHER ACCESS TO RESOURCES & TRAINING

(START)

SECTION I: AWARENESS

1. Within the Oakland Public schools is an organization known as the START. Are you familiar with this organization?

Yes ___ No ___

2. START provides the following kinds of services. Indicate with a check the one(s) of which you are aware and rate the extent to which you have used the services provided by START.

___ a. Education Resources (curriculum, materials, facilities,etc.)

( ) made no use of this service ( ) ( ) ( ) ( ) made use of this service a great deal

___ b. In-Service Teacher Training

( ) made no use of this service ( ) ( ) ( ) ( ) made use of this service a great deal

___ c. Educational Consultants

( ) made no use of this service ( ) ( ) ( ) ( ) made use of this service a great deal

___ d. Information Dissemination (START calendar)

( ) made no use of this service ( ) ( ) ( ) ( ) made use of this service a great deal

___ e. Other service, please specify_____

( ) made no use of this service ( ) ( ) ( ) ( ) made use of this service a great deal

3. Think of the START services you have actually used and *write* their names below. Please indicate for each one the changes you have made in your teaching or administrative style, approach, methods or materials as a result of that service. Please list any plans, proposals, programs or other documents you produced as a result of utilizing each START service.

a. Name of service:_____

Result:_____

_____

b. Name of service:_____

Result:_____

_____

c. Name of service:_____

Result:_____

_____

SECTION II: PLANNING AND PARTICIPATION

4. The following is a list of training programs offered by START during the past year. We are interested in two types of involvement you may have had with these programs: First, if you were involved in the planning of the training session(s); and second, if you were a participant in the training session(s). If you helped plan the training session, then put a check in Column A (Planning). If you participated in the training session, place a check in Column B (Participation). If you were involved in *both* aspects, planning and participation, check both columns.

Col. A PLANNING	Col. B PARTICIPANT	
_____	_____	a. "Use of 35 mm Camera"
_____	_____	b. First Vice Principals Gathering
_____	_____	c. Nurses' Inservice
_____	_____	d. Summer Institute 1975
_____	_____	e. Administrators Conference at Asilomar
_____	_____	f. Secondary Social Studies Weekend
_____	_____	g. Parent Effectiveness at Howard School
_____	_____	h. Guided Self-Analysis at Brookfield School
_____	_____	i. Summer Workshop: "A Continuing Search for Human Values"
_____	_____	j. Teacher Shelter
_____	_____	k. Outdoor Education Enthusiasts
_____	_____	l. Leadership Lab

5. Other than those listed above, how many school-based in-service workshops did you participate in during the last year?

_____ no. of workshops

Specify the names of the workshops: _____

_____

6. Select one of the workshops listed in item 4 in which you *participated* and write its name on this line:

_____

If none, skip to item 7.

Answer the next eight questions as they pertain to the workshop you just specified on the preceeding line.

a. To what extent were presentations of the training effective?

( ) ineffective ( ) ( ) ( ) ( ) extremely effective

b. Rate the quality of the material presented in the training.

( ) poor ( ) ( ) ( ) ( ) superior

c. To what extent were the workshop goals achieved?

( ) not at all ( ) ( ) ( ) ( ) totally

d. To what extent do you think the training addressed itself to some need or problem of yours?

( ) not at all ( ) ( ) ( ) ( ) totally

What was that need or problem (please explain)? _____

_____

e. Does that problem or need still exist?

Yes _____ No _____

f. Would you want more training dealing with the same problem or area?

Yes _____ No _____

g. Would you want more training in some other area?

Yes _____ No _____

h. Rate the extent to which you have implemented in your classroom the practices provided to you at the workshop.

( ) **implemented none of the practices** ( ) ( ) ( ) ( ) **implemented all of the practices**

i. As a result of your participation in the above workshop are you more aware of related activities in your district?

Yes _____ No _____

j. As a result of your participation in the above workshop do you think communication between individuals has been facilitated?

Yes _____ No _____

7. Select one of the workshops listed in item 4 which you helped *plan* and write its name on this line:

_____

[If you did not participate in planning, do not answer any more questions.]

a. In which of the following ways did you participate in planning? (check the activity(s) which best describe(s) your planning)

_____ (1) planning meetings

_____ (2) personal consultation

_____ (3) memo

_____ (4) other, please specify _____

b. To what extent was your input incorporated in the final plan?

( ) **not at all** ( ) ( ) ( ) ( ) **totally**

c. Do you think that this type of planning is productive?

( ) **totally non-productive** ( ) ( ) ( ) ( ) **totally productive**

d. As a result of this planning experience, are you better prepared to plan staff development activities?

( ) **not at all prepared** ( ) ( ) ( ) ( ) **much better prepared**

e. As a result of these planning activities, are you more aware of training activities conducted in your district?

Yes _____ No _____

f. As a result of these planning activities, do you think communication between educators across districts has been facilitated?

Yes _____ No _____

APPENDIX B

FY '75 Tables of Computer Data for BALC & START Surveys

1. "Within the Bay Area school districts is an organization known as the Bay Area Learning Center. Are you familiar with this organization?"

A. According to districts

	YES	NO	ROW TOTAL
	2	0	2
	100.0	0	1.8
BERKELEY	28	16	44
	63.6	36.4	40.4
OAKLAND	30	1	31
	96.8	3.2	28.4
SAN FRANCISCO	28	4	32
	87.5	12.5	29.4
COLUMN TOTAL	88	21	109
	80.7	19.3	100.0

B. According to respondents' positions

	YES	NO	ROW TOTAL
	24	0	24
CNTRL ADMIN	100.0	0	22.4
	10	1	11
BLDG ADMN	90.9	9.1	10.3
	37	7	44
ELEM TCHR	84.1	15.9	41.1
	8	12	20
SEC TCHR	40.0	60.0	18.7
	7	1	8
OTHR	87.5	12.5	7.5
COLUMN TOTAL	86	21	107
	80.4	19.6	100.0

2. "Are you aware that the BALC is a collaborative arrangement among three districts organized to provide educational services for Berkeley, Oakland and San Francisco?"

A. According to district

		YES	NO	ROW TOTAL
		1.	2.	
	-0	2	3	2
		100.0	0	1.8
BERKELEY	1.	24	20	44
		54.5	45.5	40.4
OAKLAND	2.	29	2	31
		93.5	6.5	28.4
SAN FRANCISCO	3.	26	6	32
		81.3	18.8	29.4
COLUMN TOTAL		81	28	109
		74.3	25.7	100.0

B. According to respondents' positions

		YES	NO	ROW TOTAL
		1.	2.	
CNTRL ADMIN	1.	24	0	24
		100.0	0	22.4
BLDG ADMN	2.	10	1	11
		90.9	9.1	10.3
ELEM TCHR	3.	32	12	44
		72.7	27.3	41.1
SEC TCHR	4.	6	14	20
		30.0	70.0	18.7
OTHR	5.	7	1	8
		87.5	12.5	7.5
COLUMN TOTAL		79	28	107
		73.8	26.2	100.0

3-a. "The BALC provides in-service training. Indicate with a check [your awareness] and rate the extent to which you have used the service provided."

A. According to districts

	YES	NO	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
	1.	2.			
-0	2	0	2		
	100.0	0	1.9		
1. BERKELEY	21	22	43	1.9	1.3
	48.8	51.2	39.8		
2. OAKLAND	29	2	31	3.4	1.5
	93.5	6.5	28.7		
3. SAN FRANCISCO	23	9	32	2.7	1.5
	71.9	28.1	29.6		
COLUMN TOTAL	75	33	108	2.6	1.5
	69.4	30.6	100.0		

B. According to respondents' positions

	YES	NO	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
	1.	2.			
1. CNTRL ADMIN	24	0	24	3.9	1.1
	100.0	0	22.6		
2. BLDG ADMN	10	1	11	1.5	.7
	90.9	9.1	10.4		
3. ELEM TCHR	29	14	43	2.6	1.5
	67.4	32.6	40.6		
4. SEC TCHR	4	16	20	1.5	1.1
	20.0	80.0	18.9		
5. OTHR	6	2	8	2.0	1.3
	75.0	25.0	7.5		
COLUMN TOTAL	73	33	106	2.6	1.5
	68.9	31.1	100.0		

3-b. "The BALC provides needs assessment services. Indicate with a check [your awareness] and rate the extent to which you have used the services provided."

A. According to districts

	YES	NO	ROW TOTAL	Extent of Use	
	1.	2.		$\bar{X}$	sd
-0	1	1	2		
	50.0	50.0	1.9		.
1.	17	26	43		
BERKELEY	39.5	60.5	39.8	1.4	.9
2.	13	18	31		
OAKLAND	41.9	58.1	28.7	1.6	1.1
3.	13	19	32		
SAN FRANCISCO	40.6	59.4	29.6	1.4	.8
COLUMN TOTAL	44	64	108		
	40.7	59.3	100.0	1.5	.9

B. According to respondents' positions

	YES	NO	ROW TOTAL	Extent of Use	
	1.	2.		$\bar{X}$	sd
1.	16	8	24		
CNTRL ADMIN	66.7	33.3	22.6	3.0	1.2
2.	7	4	11		
BLDG ADMN	63.6	36.4	10.4	1.3	.6
3.	16	27	43		
ELEM TCHR	37.2	62.8	40.6	1.4	.9
4.	3	17	20		
SEC TCHR	15.0	85.0	18.9	1.2	.5
5.	0	8	8		
OTHR	0	100.0	7.5	1.0	.0
COLUMN TOTAL	42	54	106		
	39.6	60.4	100.0	1.5	.9

3-c. "The BALC provides educational consultants. Indicate with a check [your awareness] and rate the extent to which you have used the service provided."

A. According to districts

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
-0	1	1	2		
	50.0	50.0	1.9		
1. BERKELEY	20	23	43		
	46.5	53.5	39.8	1.6	1.2
2. OAKLAND	23	8	31		
	74.2	25.8	28.7	2.7	1.4
3. SAN FRANCISCO	20	12	32		
	62.5	37.5	29.6	2.2	1.3
COLUMN TOTAL	64	44	108		
	59.3	40.7	100.0	2.1	1.3

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1. CNTRL ADMIN	23	1	24		
	95.8	4.2	22.6	3.6	1.2
2. BLDG ADMN	9	2	11		
	81.8	18.2	10.4	1.7	1.1
3. ELEM TCHR	26	17	43		
	60.5	39.5	40.6	2.0	1.1
4. SEC TCHR	3	17	20		
	15.0	85.0	18.9	1.1	.4
5. OTHR	1	7	8		
	12.5	87.5	7.5	1.1	1.0
COLUMN TOTAL	62	44	106		
	58.5	41.5	100.0	2.1	1.3

3-d. "The BALC provides 'other' services. Indicate with a check[your awareness] of these services, and rate the extent to wnich you have used the services provided."

A. According to districts

	YES	NO	ROW TOTAL	Extent of Use	
	1.	2.		$\bar{X}$	sd
-0	0	2	2		
	0	100.0	1.9		
1.	4	39	43		
BERKELEY	9.3	90.7	39.8	1.3	.9
2.	12	19	31		
OAKLAND	38.7	61.3	28.7	1.9	1.5
3.	6	26	32		
SAN FRANCISCO	18.8	81.3	29.6	1.5	1.2
COLUMN TOTAL	22	86	108		
	20.4	79.6	100.0	1.5	1.2

B. According to respondents' positions

	YES	NO	ROW TOTAL	Extent of Use	
	1.	2.		$\bar{X}$	sd
1.	9	15	24		
CNTRL ADMIN	37.5	62.5	22.6	2.5	1.8
2.	3	8	11		
BLDG ADMN	27.3	72.7	10.4	1.0	0.0
3.	9	34	43		
ELEM TCHR	20.9	79.1	40.6	1.4	.9
4.	1	19	20		
SEC TCHR	5.0	95.0	18.9	1.2	.9
5.	0	8	8		
OTHR	0	100.0	7.5	1.0	0.0
COLUMN TOTAL	22	84	106		
	20.8	79.2	100.0	1.5	1.2

5-a. "Within the BALC are several related organizations, including the Teacher Learning Center (TLC-San Francisco), Student & Teacher Access to Resources and Training (START-Oakland) and the Staff Development Center (SDC-Berkeley). Are you familiar with the TLC?"

A. According to districts

		YES	NO	ROW TOTAL
		1.	2.	
-0		2	0	2
		100.0	0	1.8
1.		21	23	44
BERKELEY		47.7	52.3	40.4
2.		13	18	31
OAKLAND		41.9	58.1	28.4
3.		30	2	32
SAN FRANCISCO		93.8	6.3	29.4
COLUMN TOTAL		66	43	109
		60.6	39.4	100.0

B. According to respondents' positions

		YES	NO	ROW TOTAL
		1.	2.	
1.		18	6	24
CNTRL ADMIN		75.0	25.0	22.4
2.		6	5	11
BLDG ADMN		54.5	45.5	10.3
3.		28	16	44
ELEM TCHR		63.6	36.4	41.1
4.		7	13	20
SEC TCHR		35.0	65.0	18.7
5.		5	3	8
OTHR		62.5	37.5	7.5
COLUMN TOTAL		64	43	107
		59.8	40.2	100.0

5-b. "Within the BALC there are several related organizations, including the Teacher Learning Center (TLC-San Francisco), Student & Teacher Access to Resources and Training (START-Oakland), and the Staff Development Center (SDC-Berkeley). Are you familiar with START?"

A. According to districts

		YES	NO	ROW TOTAL
		1.	2.	
	0	1	1	2
		50.0	50.0	1.8
	1.	19	25	44
BERKELEY		43.2	56.8	40.4
	2.	28	3	31
OAKLAND		90.3	9.7	28.4
	3.	11	21	32
SAN FRANCISCO		34.4	65.6	29.4
COLUMN TOTAL		59	50	109
		54.1	45.9	100.0

B. According to respondents' positions

		YES	NO	ROW TOTAL
		1.	2.	
	1.	23	1	24
CNTRL ADMIN		95.8	4.2	22.4
	2.	6	5	11
BLDG ADMN		54.5	45.5	10.3
	3.	22	22	44
ELEM TCHR		50.0	50.0	41.1
	4.	3	17	20
SEC TCHR		15.0	85.0	18.7
	5.	4	4	8
OTHR		50.0	50.0	7.5
COLUMN TOTAL		58	49	107
		54.2	45.8	100.0

5-c. "Within the BALC are several related organizations including the Teacher Learning Center (TLC-San Francisco), Student & Teacher Access to Resources and Training (START-Oakland) and the Staff Development Center (SDC-Berkeley). Are you familiar with the SDC?"

A. According to districts

	YES (1.)	NO (2.)	ROW TOTAL
-0	0	2	2
	0	100.0	1.8
1. BERKELEY	18	26	44
	40.9	59.1	40.4
2. OAKLAND	6	25	31
	19.4	80.6	28.4
3. SAN FRANCISCO	8	24	32
	25.0	75.0	29.4
COLUMN TOTAL	32	77	109
	29.4	70.6	100.0

B. According to respondents' positions

	YES (1.)	NO (2.)	ROW TOTAL
1. CNTRL ADMIN	16	8	24
	66.7	33.3	22.4
2. BLDG ADMN	7	4	11
	63.6	36.4	10.3
3. ELEM TCHR	5	39	44
	11.4	88.6	41.1
4. SEC TCHR	2	18	20
	10.0	90.0	18.7
5. OTHR	2	6	8
	25.0	75.0	7.5
COLUMN TOTAL	32	75	107
	29.9	70.1	100.0

6-a. "TLC provides in-service training. Indicate with a check [your awareness] and rate the extent to which you have used this service."

A. According to districts

	YES	NO	ROW TOTAL	Extent of Use	
	1.	2.		$\bar{X}$	sd
-0	2	0	2		
	100.0	0	1.9		
1. BERKELEY	16	27	43		
	37.2	62.8	39.8	1.3	.9
2. OAKLAND	10	21	31		
	32.3	67.7	28.7	1.8	1.3
3. SAN FRANCISCO	28	4	32		
	87.5	12.5	29.6	2.9	1.4
COLUMN TOTAL	56	52	108		
	51.9	48.1	100.0	1.9	1.4

B. According to respondents' positions

	YES	NO	ROW TOTAL	Extent of Use	
	1.	2.		$\bar{X}$	sd
1. CNTRL ADMIN	18	6	24		
	75.0	25.0	22.6	2.5	1.6
2. BLDG ADMN	5	6	11		
	45.5	54.5	10.4	1.2	.6
3. ELEM TCHR	24	19	43		
	55.8	44.2	40.6	2.2	1.5
4. SEC TCHR	4	16	20		
	20.0	80.0	18.9	1.2	.5
5. OTHR	3	5	8		
	37.5	62.5	7.5	1.4	.5
COLUMN TOTAL	54	52	106		
	50.9	49.1	100.0	1.9	1.4

6-b. "TLC provides a curriculum library. Indicate with a check [your awareness] and rate the extent to which you have used this service."

A. According to districts

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
-0	2	0	2		
	100.0	0	1.9		
1. BERKELEY	14	29	43		
	32.6	67.4	39.8	1.2	.6
2. OAKLAND	9	22	31		
	29.0	71.0	28.7	1.9	1.4
3. SAN FRANCISCO	24	8	32		
	75.0	25.0	29.6	2.6	1.5
COLUMN TOTAL	49	59	108		
	45.4	54.6	100.0	1.9	1.3

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1. CNTRL ADMIN	18	6	24		
	75.0	25.0	22.6	2.5	1.6
2. BLDG ADMN	5	6	11		
	45.5	54.5	10.4	1.2	.6
3. ELEM TCHR	20	23	43		
	46.5	53.5	40.6	2.0	1.4
4. SEC TCHR	3	17	20		
	15.0	85.0	18.9	1.2	.7
5. OTHR	1	7	8		
	12.5	87.5	7.5	1.3	.5
COLUMN TOTAL	47	59	106		
	44.3	55.7	100.0	1.8	1.3

6-c. "TLC provides educational consultants. Indicate with a check [your awareness] of this service and rate the extent to which you have used this service provided by TLC."

A. According to districts

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
-0	2	0	2		
	100.0	0	1.9		
1. BERKELEY	8	35	43	1.1	.6
	18.6	81.4	39.8		
2. OAKLAND	9	22	31	1.7	1.2
	29.0	71.0	28.7		
3. SAN FRANCISCO	25	7	32	2.5	1.5
	78.1	21.9	29.6		
COLUMN TOTAL	44	64	108	1.7	1.3
	40.7	59.3	100.0		

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1. CNTRL ADMIN	17	7	24	2.6	1.7
	70.8	29.2	22.6		
2. BLDG ADMN	4	7	11	1.2	.6
	36.4	63.6	10.4		
3. ELEM TCHR	17	26	43	1.8	1.2
	39.5	60.5	40.6		
4. SEC TCHR	3	17	20	1.1	.2
	15.0	85.0	18.9		
5. OTHR	1	7	8	1.2	.5
	12.5	87.5	7.5		
COLUMN TOTAL	42	64	106	1.7	1.3
	39.6	60.4	100.0		

6-d. "TLC provides needs assessment services. Indicate with a check [your awareness] and rate the extent to which you have used this service provided by TLC."

A. According to districts

	YES	NO	ROW TOTAL	Extent of Use	
	1.	2.		$\bar{X}$	sd
-0	2	0	2		
	100.0	0	1.9		
1.	7	36	43		
BERKELEY	16.3	83.7	39.8	1.0	.3
2.	6	25	31		
OAKLAND	19.4	80.6	28.7	1.2	.5
3.	16	16	32		
SAN FRANCISCO	50.0	50.0	29.6	1.7	1.1
COLUMN TOTAL	31	77	108		
	28.7	71.3	100.0	1.3	.8

B. According to respondents' positions

	YES	NO	ROW TOTAL	Extent of Use	
	1.	2.		$\bar{X}$	sd
1.	15	9	24		
CNTRL ADMIN	62.5	37.5	22.6	1.6	.9
2.	3	8	11		
BLDG ADMN	27.3	72.7	10.4	1.0	.0
3.	10	33	43		
ELEM TCHR	23.3	76.7	40.6	1.3	.9
4.	1	19	20		
SEC TCHR	5.0	95.0	18.9	1.0	.0
5.	0	8	8		
OTHR	0	100.0	7.5	1.1	.4
COLUMN TOTAL	29	77	106		
	27.4	72.6	100.0	1.3	.8

6-e. "TLC provides 'other' services. Indicate with a check [your awareness] of these services and rate the extent to which you have used these services provided by TLC."

A. According to districts

	YES (1.)	NO (2.)	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
-0	0	2	2		
	0	100.0	1.9		
1.	3	40	43		
BERKELEY	7.0	93.0	39.8	1.0	.3
2.	6	25	31		
OAKLAND	19.4	80.6	28.7	1.6	1.2
3.	13	19	32		
SAN FRANCISCO	40.6	59.4	29.6	1.8	1.4
COLUMN TOTAL	22	86	108		
	20.4	79.6	100.0	1.4	1.0

B. According to respondents' positions

	YES (1.)	NO (2.)	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1.	8	16	24		
CNTRL ADMIN	33.3	66.7	22.6	1.8	1.3
2.	2	9	11		
BLDG ADMN	18.2	81.8	10.4	1.3	.9
3.	8	35	43		
ELEM TCHR	18.6	81.4	40.6	1.4	.9
4.	2	18	20		
SEC TCHR	10.0	90.0	18.9	1.1	.2
5.	2	6	8		
OTHR	25.0	75.0	7.5	2.1	1.8
COLUMN TOTAL	22	84	106		
	20.8	79.2	100.0	1.4	1.0

7-a. "START provides educational resources (curriculum, etc.). Indicate with a check [your awareness] and rate the extent to which you have used this service provided by START."

A. According to districts

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
0	1 50.0	1 50.0	2 1.9		
1. BERKELEY	16 37.2	27 62.8	43 39.8	1.4	1.0
2. OAKLAND	29 93.5	2 6.5	31 28.7	3.9	1.4
3. SAN FRANCISCO	9 28.1	23 71.9	32 29.6	1.2	.7
COLUMN TOTAL	55 50.9	53 49.1	108 100.0	2.1	1.6

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1. CNTRL ADMIN	23 95.8	1 4.2	24 22.6	2.7	1.6
2. BLDG ADMN	6 54.5	5 45.5	11 10.4	1.4	.9
3. ELEM TCHR	19 44.2	24 55.8	43 40.6	2.1	1.6
4. SEC TCHR	1 5.0	19 95.0	20 18.9	1.2	.9
5. OTHR	5 62.5	3 37.5	8 7.5	2.1	1.8
COLUMN TOTAL	54 50.9	52 49.1	106 100.0	2.1	1.6

7-b. "START provides in-service teacher training. Indicate with a check [your awareness] and rate the extent to which you have used this service provided by START."

A. According to districts

	YES (1.)	NO (2.)	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
J	1	1	2		
	50.0	50.0	1.9		
1. BERKELEY	15	28	43		
	34.9	65.1	39.8	1.4	1.1
2. OAKLAND	27	4	31		
	87.1	12.9	28.7	3.4	1.5
3. SAN FRANCISCO	10	22	32		
	31.3	68.8	29.6	1.5	1.0
COLUMN TOTAL	53	55	108		
	49.1	50.9	100.0	2.0	1.5

B. According to respondents' positions

	YES (1.)	NO (2.)	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1. CNTRL ADMIN	24	0	24		
	100.0	0	22.6	3.0	1.4
2. BLDG ADMN	6	5	11		
	54.5	45.5	10.4	1.3	.6
3. ELEM TCHR	18	25	43		
	41.9	58.1	40.6	2.2	1.7
4. SEC TCHR	0	20	20		
	0	100.0	18.9	1.0	0.0
5. OTHR	4	4	8		
	50.0	50.0	7.5	1.6	1.1
COLUMN TOTAL	52	54	106		
	49.1	50.9	100.0	2.0	1.5

7-c. "START provides educational consultants. Indicate with a check [your awareness] and rate the extent to which you have used this service provided by START."

A. According to districts

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
0	1	1	2		
	50.0	50.0	1.9		
1. BERKELEY	12	31	43		
	27.9	72.1	39.8	1.3	.9
2. OAKLAND	23	8	31		
	74.2	25.8	28.7	2.8	1.5
3. SAN FRANCISCO	9	23	32		
	28.1	71.9	29.6	1.3	.9
COLUMN TOTAL	45	63	108		
	41.7	58.3	100.0	1.8	1.3

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL	Extent of Use	
1. CNTRL ADMIN	22	2	24		
	91.7	8.3	22.6	2.7	1.6
2. BLDG ADMN	6	5	11		
	54.5	45.5	10.4	1.1	.3
3. ELEM TCHR	11	32	43		
	25.6	74.4	40.6	1.8	1.4
4. SEC TCHR	1	19	20		
	5.0	95.0	18.9	1.0	0.0
5. OTHR	3	5	8		
	37.5	62.5	7.5	1.3	.7
COLUMN TOTAL	43	63	106		
	40.6	59.4	100.0	1.8	1.3

7-d. "START provides information dissemination services. Indicate with a check [your awareness] and rate the extent to which you have used this service provided by START."

A. According to districts

	YES (1.)	NO (2.)	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
0	1	1	2		
	50.0	50.0	1.9		
1. BERKELEY	12	31	43		
	27.9	72.1	39.8	1.5	1.0
2. OAKLAND	28	3	31		
	90.3	9.7	28.7	3.5	1.4
3. SAN FRANCISCO	6	26	32		
	18.8	81.3	29.6	1.2	.7
COLUMN TOTAL	47	61	108		
	43.5	56.5	100.0	2.0	1.5

B. According to respondents' positions

	YES (1.)	NO (2.)	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1. CNTRL ADMIN	20	4	24		
	83.3	16.7	22.6	2.5	1.7
2. BLDG ADMN	6	5	11		
	54.5	45.5	10.4	1.7	1.1
3. ELEM TCHR	15	28	43		
	34.9	65.1	40.6	2.0	1.4
4. SEC TCHR	0	20	20		
	0	100.0	18.9	1.1	.4
5. OTHR	4	4	8		
	50.0	50.0	7.5	2.1	1.6
COLUMN TOTAL	45	61	106		
	42.5	57.5	100.0	2.0	1.5

7-e. "START provides 'other' services. Indicate with a check [your awareness] and rate the extent to which you have used this service provided by START."

A. According to districts

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
-0	0	2	2		
	0	100.0	1.9		
1. BERKELEY	1	42	43		
	2.3	97.7	39.8	1.1	.6
2. OAKLAND	9	22	31		
	29.0	71.0	28.7	2.1	1.8
3. SAN FRANCISCO	2	30	32		
	6.3	93.8	29.6	1.1	.7
COLUMN TOTAL	12	96	108		
	11.1	88.9	100.0	1.4	1.2

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1. CNTRL ADMIN	6	18	24		
	25.0	75.0	22.6	1.7	1.5
2. BLDG ADMN	0	11	11		
	0	100.0	10.4	1.0	0.0
3. ELEM TCHR	3	40	43		
	7.0	93.0	40.6	1.4	1.2
4. SEC TCHR	0	20	20		
	0	100.0	18.9	1.0	0.0
5. OTHR	2	6	8		
	25.0	75.0	7.5	2.0	1.9
COLUMN TOTAL	11	95	106		
	10.4	89.6	100.0	1.4	1.2

8-a. "SDC provides in-service training. Indicate with a check [your awareness] and rate the extent to which you have used this service provided by SDC."

A. According to districts

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
-0	0	2	2		
	0	100.0	1.9		
1. BERKELEY	16	27	43	1.7	1.3
	37.2	62.8	39.8		
2. OAKLAND	6	25	31	1.1	.3
	19.4	80.6	28.7		
3. SAN FRANCISCO	5	27	32	1.1	.2
	15.6	84.4	29.6		
COLUMN TOTAL	27	81	108	1.3	.9
	25.0	75.0	100.0		

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1. CNTRL ADMIN	14	10	24	1.7	1.4
	58.3	41.7	22.6		
2. BLDG ADMN	6	5	11	1.6	1.3
	54.5	45.5	10.4		
3. ELEM TCHR	5	38	43	1.2	.5
	11.6	88.4	40.6		
4. SEC TCHR	1	19	20	1.2	.4
	5.0	95.0	18.9		
5. OTHR	1	7	8	1.1	.4
	12.5	87.5	7.5		
COLUMN TOTAL	27	79	106	1.3	.9
	25.5	74.5	100.0		

8-b. "SDC provides educational consultants. Indicate with a check [your awareness] and rate the extent to which you have used this service provided by SDC."

A. According to districts

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
-0	0	2	2		
	0	100.0	1.9		
1.	13	30	43		
BERKELEY	30.2	69.8	39.8	1.6	1.2
2.	5	26	31		
OAKLAND	16.1	83.9	28.7	1.1	.3
3.	4	28	32		
SAN FRANCISCO	12.5	87.5	29.6	1.0	.2
COLUMN TOTAL	22	86	108		
	20.4	79.6	100.0	1.2	.8

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1.	13	11	24		
CNTRL ADMIN	54.2	45.8	22.6	1.7	1.4
2.	6	5	11		
BLDG ADMN	54.5	45.5	10.4	1.4	1.2
3.	1	42	43		
ELEM TCHR	2.3	97.7	40.6	1.1	.4
4.	1	19	20		
SEC TCHR	5.0	95.0	18.9	1.2	.4
5.	1	7	8		
OTHR	12.5	87.5	7.5	1.1	.4
COLUMN TOTAL	22	84	106		
	20.8	79.2	100.0	1.3	.8

8-c. "SDC provides needs assessment services. Indicate with a check [your awareness] and rate the extent to which you have used this service provided by SDC."

A. According to districts

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
-0	0	2	2		
	0	100.0	1.9		
1. BERKELEY	11	32	43	1.5	1.2
	25.6	74.4	39.8		
2. OAKLAND	5	26	31	1.1	.3
	16.1	83.9	28.7		
3. SAN FRANCISCO	4	28	32	1.0	.2
	12.5	87.5	29.6		
COLUMN TOTAL	20	88	108	1.2	.8
	18.5	81.5	100.0		

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1. CNTRL ADMIN	12	12	24	1.5	1.3
	50.0	50.0	22.6		
2. BLDG ADMN	5	6	11	1.6	1.3
	45.5	54.5	10.4		
3. ELEM TCHR	1	42	43	1.1	.4
	2.3	97.7	40.6		
4. SEC TCHR	1	19	20	1.2	.4
	5.0	95.0	18.9		
5. OTHR	1	7	8	1.1	.4
	12.5	87.5	7.5		
COLUMN TOTAL	20	86	106	1.2	.8
	18.9	81.1	100.0		

8-d. "SDC provides 'other' services. Indicate with a check [your awareness] and rate the extent to which you have used these services provided by SDC."

A. According to districts

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
-0	0	2	2		
	0	100.0	1.9		
1.	2	41	43		
BERKELEY	4.7	95.3	39.8	1.3	.9
2.	2	29	31		
OAKLAND	6.5	93.5	28.7	1.1	.3
3.	1	31	32		
SAN FRANCISCO	3.1	96.9	29.6	1.0	.2
COLUMN TOTAL	5	103	108		
	4.6	95.4	100.0	1.1	.6

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL	Extent of Use $\bar{X}$	Extent of Use sd
1.	4	20	24		
CNTRL ADMIN	16.7	83.3	22.6	1.4	1.1
2.	0	11	11		
BLDG ADMN	0	100.0	10.4	1.0	0.0
3.	1	42	43		
ELEM TCHR	2.3	97.7	40.6	1.1	.3
4.	0	20	20		
SEC TCHR	0	100.0	18.9	1.2	.4
5.	0	8	8		
OTHR	0	100.0	7.5	1.1	.4
COLUMN TOTAL	5	101	106		
	4.7	95.3	100.0	1.1	.6

11-a. "To what extent were presentations [of the workshop in which you participated] of the training effective?"

A. According to districts

		ineffective	effective	very effective	extremely effective	ROW TOTAL
BERKELEY	1.	2	0	1	3	6
		33.3	0	16.7	50.0	20.0
OAKLAND	2.	0	5	6	2	13
		0	38.5	46.2	15.4	43.3
SAN FRANCISCO	3.	1	1	6	3	11
		9.1	9.1	54.5	27.3	36.7
COLUMN TOTAL		3	6	13	8	30
		10.0	20.0	43.3	26.7	100.0

B. According to respondents' positions

		ineffective	effective	very effective	extremely effective	ROW TOTAL	$\bar{X}$	sd
CNTRL ADMIN	1.	1	3	9	5	18		
		5.6	16.7	50.0	27.8	60.0	3.9	1.0
BLDG ADMN	2.	0	1	0	0	1		
		0	100.0	0	0	3.3	3.0	0.0
ELEM TCHR	3.	0	2	3	1	6		
		0	33.3	50.0	16.7	20.0	3.8	.8
SEC TCHR	4.	0	0	0	2	2		
		0	0	0	100.0	6.7	5.0	0.0
OTHR	5.	2	0	1	0	3		
		66.7	0	33.3	0	10.0	2.0	1.7
COLUMN TOTAL		3	6	13	8	30		
		10.0	20.0	43.3	26.7	100.0	3.8	1.2

11-b. "Rate the quality of the material presented in the training [of the workshop in which you participated]."

A. According to districts

		poor	average	better	superior	ROW TOTAL
BERKELEY	1.	1	2	2	2	7
		14.3	28.6	28.6	28.6	23.3
OAKLAND	2.	0	2	7	4	13
		0	15.4	53.8	30.8	43.3
SAN FRANCISCO	3.	1	0	5	4	10
		10.0	0	50.0	40.0	33.3
COLUMN TOTAL		2	4	14	10	30
		6.7	13.3	46.7	33.3	100.0

B. According to respondents' positions

		poor	average	better	superior	ROW TOTAL	$\bar{X}$	sd
CNTRL ADMIN	1.	0	1	11	6	18		
		0	5.6	61.1	33.3	60.0	4.3	.6
BLDG ADMN	2.	0	2	0	0	2		
		0	100.0	0	0	6.7	3.0	0.0
ELEM TCHR	3.	0	1	3	2	6		
		0	16.7	50.0	33.3	20.0	4.2	.8
SEC TCHR	4.	0	0	0	2	2		
		0	0	0	100.0	6.7	5.0	0.0
OTHR	5.	2	0	0	0	2		
		100.0	0	0	0	6.7	1.0	0.0
COLUMN TOTAL		2	4	14	10	30		
		6.7	13.3	46.7	33.3	100.0	4.0	1.1

11-c. "To what extent were the workshop goals [in which you participated] achieved?"

A. According to districts

	not at all	some	half	most	totally	ROW TOTAL
1. BERKELEY	0	1	0	3	2	6
	0	16.7	0	50.0	33.3	20.0
2. OAKLAND	0	0	4	7	2	13
	0	0	30.8	53.8	15.4	43.3
3. SAN FRANCISCO	1	0	1	6	3	11
	9.1	0	9.1	54.5	27.3	36.7
COLUMN TOTAL	1	1	5	16	7	30
	3.3	3.3	16.7	53.3	23.3	100.0

B. According to respondents' positions

	not at all	some	half	most	totally	ROW TOTAL	$\bar{X}$	sd
1. CNTRL ADMIN	0	0	2	11	4	17	4.1	.6
	0	0	11.8	64.7	23.5	56.7		
2. BLDG ADMN	0	0	1	1	0	2	3.5	.
	0	0	50.0	50.0	0	6.7		
3. ELEM TCHR	0	0	1	4	1	6	4.0	.
	0	0	16.7	66.7	16.7	20.0		
4. SEC TCHR	0	0	0	0	2	2	5.2	0.
	0	0	0	0	100.0	6.7		
5. OTHR	1	1	1	0	0	3	2.0	1.
	33.3	33.3	33.3	0	0	10.0		
COLUMN TOTAL	1	1	5	16	7	30	3.9	.
	3.3	3.3	16.7	53.3	23.3	100.0		

11-d. "To what extent do you think the training [of the workshop in which you participated] addressed itself to some need or problem of yours?"

A. According to districts

	not at all	little	somewhat	pretty well	very well	ROW TOTAL
1. BERKELEY	0	1	2	0	4	7
	0	14.3	28.6	0	57.1	22.6
2. OAKLAND	0	0	5	2	6	13
	0	0	38.5	15.4	46.2	41.9
3. SAN FRANCISCO	1	1	1	5	3	11
	9.1	9.1	9.1	45.5	27.3	35.5
COLUMN TOTAL	1	2	8	7	13	31
	3.2	6.5	25.8	22.6	41.9	100.0

B. According to respondents' positions

	not at all	little	somewhat	pretty well	very well	ROW TOTAL	$\bar{X}$	sd
1. CNTRL ADMIN	1	0	5	4	8	18		
	5.6	0	27.8	22.2	44.4	58.1	4.0	1.1
2. BLDG ADMN	0	0	2	0	0	2		
	0	0	100.0	0	0	6.5	3.0	0.0
3. ELEM TCHR	0	0	1	1	4	6		
	0	0	16.7	16.7	66.7	19.4	4.5	.8
4. SEC TCHR	0	0	0	1	1	2		
	0	0	0	50.0	50.0	6.5	4.5	.7
5. OTHR	0	2	0	1	0	3		
	0	66.7	0	33.3	0	9.7	2.7	1.2
COLUMN TOTAL	1	2	8	7	13	31		
	3.2	6.5	25.8	22.6	41.9	100.0	3.9	1.1

11-e. "Does that need or problem still exist?"

A. According to districts

		YES	NO	ROW TOTAL
		1.	2.	
BERKELEY	1.	5	2	7
		71.4	28.6	24.1
OAKLAND	2.	9	3	12
		75.0	25.0	41.4
SAN FRANCISCO	3.	7	3	10
		70.0	30.0	34.5
COLUMN TOTAL		21	8	29
		72.4	27.6	100.0

B. According to positions of respondents

		YES	NO	ROW TOTAL
		1.	2.	
CNTRL ADMIN	1.	13	4	17
		76.5	23.5	58.6
BLDG ADMN	2.	2	0	2
		100.0	0	6.9
ELEM TCHR	3.	2	3	5
		40.0	60.0	17.2
SEC TCHR	4.	2	0	2
		100.0	0	6.9
OTHR	5.	2	1	3
		66.7	33.3	10.3
COLUMN TOTAL		21	8	29
		72.4	27.6	100.0

11-f. "Would you want more training dealing with the same problem or area?"

A. According to districts

	YES	NO	ROW TOTAL
	1.	2.	
1. BERKELEY	5	2	7
	71.4	28.6	23.3
2. OAKLAND	8	5	13
	61.5	38.5	43.3
3. SAN FRANCISCO	8	2	10
	80.0	20.0	33.3
COLUMN TOTAL	21	9	30
	70.0	30.0	100.0

B. According to respondents' positions

	YES	NO	ROW TOTAL
	1.	2.	
1. CNTRL ADMIN	14	3	17
	82.4	17.6	56.7
2. BLDG ADMN	1	1	2
	50.0	50.0	6.7
3. ELEM TCHR	3	3	6
	50.0	50.0	20.0
4. SEC TCHR	2	0	2
	100.0	0	6.7
5. OTHR	1	2	3
	33.3	66.7	10.0
COLUMN TOTAL	21	9	30
	70.0	30.0	100.0

11-g. "Would you want more training in some other area?"

A. According to districts

	YES 1.	NO 2.	ROW TOTAL
1. BERKELEY	6	1	7
	85.7	14.3	24.1
2. OAKLAND	9	3	12
	75.0	25.0	41.4
3. SAN FRANCISCO	8	2	10
	80.0	20.0	34.5
COLUMN TOTAL	23	6	29
	79.3	20.7	100.0

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL
1. CNTRL ADMIN	15	2	17
	88.2	11.8	58.6
2. BLDG ADMN	1	1	2
	50.0	50.0	6.9
3. ELEM TCHR	4	1	5
	80.0	20.0	17.2
4. SEC TCHR	2	0	2
	100.0	0	6.9
5. OTHR	1	2	3
	33.3	66.7	10.3
COLUMN TOTAL	23	6	29
	79.3	20.7	100.0

11-i. "Were you aware that people from other districts participated in this training?"

A. According to districts

		YES		ROW TOTAL
		1.	3.	
BERKELEY	1.	6	1	7
		85.7	14.3	24.1
OAKLAND	2.	13	0	13
		100.0	0	44.8
SAN FRANCISCO	3.	9	0	9
		100.0	0	31.0
COLUMN TOTAL		28	1	29
		96.6	3.4	100.0

B. According to respondents' positions

		YES		ROW TOTAL
		1.	3.	
CNTRL ADMIN	1.	16	1	17
		94.1	5.9	58.6
BLDG ADMN	2.	2	0	2
		100.0	0	6.9
ELEM TCHR	3.	6	0	6
		100.0	0	20.7
SEC TCHR	4.	2	0	2
		100.0	0	6.9
OTHR	5.	2	0	2
		100.0	0	6.9
COLUMN TOTAL		28	1	29
		96.6	3.4	100.0

11-j. "As a result of this training, have you made professional contacts with people in districts other than your own?"

A. According to districts

		YES	NO	ROW TOTAL
		1.	2.	
BERKELEY	1.	6	1	7
		85.7	14.3	24.1
OAKLAND	2.	8	5	13
		61.5	38.5	44.8
SAN FRANCISCO	3.	8	1	9
		88.9	11.1	31.0
COLUMN TOTAL		22	7	29
		75.9	24.1	100.0

B. According to respondents' positions

		YES	NO	ROW TOTAL
		1.	2.	
CNTRL ADMIN	1.	16	1	17
		94.1	5.9	58.6
BLDG ADMN	2.	2	0	2
		100.0	0	6.9
ELEM TCHR	3.	2	4	6
		33.3	66.7	20.7
SEC TCHR	4.	2	0	2
		100.0	0	6.9
OTHR	5.	0	2	2
		0	100.0	6.9
COLUMN TOTAL		22	7	29
		75.9	24.1	100.0

11-k. "As a result of your participation in the above workshop, are you more aware of related activities in other districts?"

A. According to districts

		YES	NO	ROW TOTAL
		1.	2.	
BERKELEY	1.	6	1	7
		85.7	14.3	24.1
OAKLAND	2.	12	1	13
		92.3	7.7	44.8
SAN FRANCISCO	3.	9	0	9
		100.0	0	31.0
COLUMN TOTAL		27	2	29
		93.1	6.9	100.0

B. According to respondents' positions

		YES	NO	ROW TOTAL
		1.	2.	
CNTRL ADMIN	1.	15	2	17
		88.2	11.8	58.6
BLDG ADMN	2.	2	0	2
		100.0	0	6.9
ELEM TCHR	3.	6	0	6
		100.0	0	20.7
SEC TCHR	4.	2	0	2
		100.0	0	6.9
OTHR	5.	2	0	2
		100.0	0	6.9
COLUMN TOTAL		27	2	29
		93.1	6.9	100.0

11-i. "As a result of your participation in the above workshop, do you think communication between educators across districts has been facilitated?"

A. According to districts

		YES	NO	ROW TOTAL
		1.	2.	
BERKELEY	1.	5	2	7
		71.4	28.6	25.0
OAKLAND	2.	12	1	13
		92.3	7.7	46.4
SAN FRANCISCO	3.	8	0	8
		100.0	0	28.6
COLUMN TOTAL		25	3	28
		89.3	10.7	100.0

B. According to respondents' positions

		YES	NO	ROW TOTAL
		1.	2.	
CNTRL ADMIN	1.	14	2	16
		87.5	12.5	57.1
BLDG ADMN	2.	2	0	2
		100.0	0	7.1
ELEM TCHR	3.	6	0	6
		100.0	0	21.4
SEC TCHR	4.	2	0	2
		100.0	0	7.1
OTHR	5.	1	1	2
		50.0	50.0	7.1
COLUMN TOTAL		25	3	28
		89.3	10.7	100.0

12. "Select one of the workshops listed in item #9 which you helped plan and write its name below. Answer the next ... five questions as they pertain to this workshop."

A. According to districts

	ISUMMER	TRIDIS	CALBLNDS	ROW TOTAL
	1.	2.	3.	
1. BERKELEY	1 33.3	2 66.7	0 0	3 13.6
2. OAKLAND	6 46.2	0 0	7 53.8	13 59.1
3. SAN FRANCISCO	1 16.7	2 33.3	3 50.0	6 27.3
COLUMN TOTAL	8 36.4	4 18.2	10 45.5	22 100.0

B. According to respondents' positions

	ISUMMER	TRIDIS	CALBLNDS	ROW TOTAL
	1.	2.	3.	
1. CNTRL ADMIN	7 38.9	4 22.2	7 38.9	18 85.7
3. ELEM TCHR	0 0	0 0	3 100.0	3 14.3
COLUMN TOTAL	7 33.3	4 19.0	10 47.6	21 100.0

12-c. "Were people from other districts included in the planning [of the indicated workshop]?"

A. According to districts

		YES	NO	ROW TOTAL
		1.	2.	
BERKELEY	1.	4	0	4
		100.0	0	18.2
OAKLAND	2.	11	1	12
		91.7	8.3	54.5
SAN FRANCISCO	3.	6	0	6
		100.0	0	27.3
COLUMN TOTAL		21	1	22
		95.5	4.5	100.0

B. According to respondents' positions

		YES	ROW TOTAL
		1.	
CNTRL ADMIN	1.	19	19
		100.0	90.5
ELEM TCHR	3.	2	2
		100.0	9.5
COLUMN TOTAL		21	21
		100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 85

12-d. "As a result of these planning activities, are you more aware of training activities being conducted in other districts?"

A. According to districts

	YES 1.	NO 2.	ROW TOTAL
1. BERKELEY	4 100.0	0 0	4 18.2
2. OAKLAND	9 75.0	3 25.0	12 54.5
3. SAN FRANCISCO	6 100.0	0 0	6 27.3
COLUMN TOTAL	19 86.4	3 13.6	22 100.0

B. According to respondents' positions

	YES 1.	NO 2.	ROW TOTAL
1. CNTRL ADMIN	17 89.5	2 10.5	19 90.5
3. ELEM TCHR	2 100.0	0 0	2 9.5
COLUMN TOTAL	19 90.5	2 9.5	21 100.0

12-e. "As a result of these planning activities, do you think communication between districts has been facilitated?"

A. According to districts

	YES	NO	ROW TOTAL
	1.	2.	
1. BERKELEY	3 75.0	1 25.0	4 18.2
2. OAKLAND	10 83.3	2 16.7	12 54.5
3. SAN FRANCISCO	6 100.0	0 0	6 27.3
COLUMN TOTAL	19 86.4	3 13.6	22 100.0

B. According to respondents' positions

	YES	NO	ROW TOTAL
	1.	2.	
1. CNTRL ADMIN	17 89.5	2 10.5	19 90.5
3. ELEM TCHR	2 100.0	0 0	2 9.5
COLUMN TOTAL	19 90.5	2 9.5	21 100.0

12-f. "Do you think that this type of tri-district planning is productive?"

A. According to districts

	little productive	some productive	very productive	totally productive	ROW TOTAL
1. BERKELEY	1 25.0	0 0	3 75.0	0 0	4 18.2
2. OAKLAND	2 16.7	2 16.7	5 41.7	3 25.0	12 54.5
3. SAN FRANCISCO	0 0	0 0	2 33.3	4 66.7	6 27.3
COLUMN TOTAL	3 13.5	2 9.1	10 45.5	7 31.8	22 100.0

B. According to respondents' positions

	little productive	some productive	very productive	totally productive	ROW TOTAL	$\bar{X}$	sd
1. CNTRL ADMIN	2 10.5	1 5.3	9 47.4	7 36.8	19 90.5	4.1	.9
3. ELEM TCHR	1 50.0	0 0	1 50.0	0 0	2 9.5	3.0	1.4
COLUMN TOTAL	3 14.3	1 4.8	10 47.6	7 33.3	21 100.0	4.0	1.0

12-g. "As a result of this planning experience, are you better prepared to plan staff development activities?"

A. According to districts

	a little prepared	some prepared	adequately prepared	much better prepared	ROW TOTAL	$\bar{X}$	sd
1. BERKELEY	2 50.0	0 0	1 25.0	1 25.0	4 19.0	3.2	1.5
2. OAKLAND	1 8.3	4 33.3	3 25.0	4 33.3	12 57.1	3.8	1.0
3. SAN FRANCISCO	0 0	0 0	2 40.0	3 60.0	5 23.8	4.6	.5
COLUMN TOTAL	3 14.3	4 19.0	6 28.6	8 38.1	21 100.0	3.9	1.2

B. According to respondents' positions

	a little prepared	some prepared	adequately prepared	much better prepared	ROW TOTAL
1. CNTRL ADMIN	2 11.1	3 16.7	5 27.8	8 44.4	18 90.0
3. ELEM TCHR	1 50.0	0 0	1 50.0	0 0	2 10.0
COLUMN TOTAL	3 15.0	3 15.0	6 30.0	8 40.0	20 100.0

1. "Within the Oakland Public Schools is an organization known as the START. Are you familiar with this organization?"

	YES	NO	ROW TOTAL
BLDG ADMN	13 100.0	0 0	13 25.0
ELEM TCHR	21 100.0	0 0	21 40.4
SEC TCHR	11 91.7	1 8.3	12 23.1
OTHR	5 83.3	1 16.7	6 11.5
COLUMN TOTAL	50 96.2	2 3.8	52 100.0

2-a. "START provides Education Resources. Indicate with a check [your awareness] and rate the extent to which you have used this service."

A. Awareness

		YES	NO	ROW TOTAL
BLDG ADMN	2.	13 100.0	0 0	13 25.0
ELEM TCHR	3.	20 95.2	1 4.8	21 40.4
SEC TCHR	4.	11 91.7	1 8.3	12 23.1
OTHR	5.	5 83.3	1 16.7	6 11.5
COLUMN TOTAL		49 94.2	3 5.8	52 100.0

B. Extent of Use

		NONE	LITTLE	SOME	MUCH	VERY MUC	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	2.	1 7.7	1 7.7	2 15.4	5 38.5	4 30.8	13 25.0	3.8	1.2
ELEM TCHR	3.	2 9.5	1 4.8	3 14.3	8 38.1	7 33.3	21 40.4	3.8	1.2
SEC TCHR	4.	3 25.0	1 8.3	3 25.0	1 8.3	4 33.3	12 23.1	3.2	1.6
OTHR	5.	1 16.7	1 16.7	1 16.7	1 16.7	2 33.3	6 11.5	3.3	1.6
COLUMN TOTAL		7 13.5	4 7.7	9 17.3	15 28.8	17 32.7	52 100.0	3.6	1.4

2-b. "START provides In-Service Teacher Training. Indicate with a check [your awareness] and rate the extent to which you have used this service.

A. Awareness

		YES	NO	ROW TOTAL
BLDG ADMN	2.	12 92.3	1 7.7	13 25.0
ELEM TCHR	3.	17 81.0	4 19.0	21 40.4
SEC TCHR	4.	11 91.7	1 8.3	12 23.1
OTHR	5.	5 83.3	1 16.7	6 11.5
COLUMN TOTAL		45 86.5	7 13.5	52 100.0

B. Extent of Use

		NONE	LITTLE	SOME	MUCH	VERY MUC	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	2.	4 30.8	0 0	1 7.7	4 30.8	4 30.8	13 25.0	3.3	1.7
ELEM TCHR	3.	6 28.6	2 9.5	2 9.5	4 19.0	7 33.3	21 40.4	3.2	1.7
SEC TCHR	4.	3 25.0	2 16.7	2 16.7	3 25.0	2 16.7	12 23.1	2.9	1.5
OTHR	5.	2 33.3	0 0	1 16.7	1 16.7	2 33.3	6 11.5	3.2	1.8
COLUMN TOTAL		15 28.8	4 7.7	6 11.5	12 23.1	15 28.8	52 100.0	3.2	1.6

2-c. "START provides Educational Consultants. Indicate with a check [your awareness] and rate the extent to which you have used this service."

A. Awareness

		YES	NO	ROW TOTAL
BLDG ADMN	2.	11	2	13
		84.6	15.4	25.0
ELEM TCHR	3.	17	4	21
		81.0	19.0	40.4
SEC TCHR	4.	10	2	12
		83.3	16.7	23.1
OTHR	5.	5	1	6
		83.3	16.7	11.5
COLUMN TOTAL		43	9	52
		82.7	17.3	100.0

B. Extent of Use

		NONE	LITTLE	SOME	MUCH	VERY MUC	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	2.	4	1	1	6	1	13	2.9	1.5
		30.8	7.7	7.7	46.2	7.7	25.0		
ELEM TCHR	3.	9	3	4	2	3	21	2.4	1.5
		42.9	14.3	19.0	9.5	14.3	40.4		
SEC TCHR	4.	5	5	0	0	2	12	2.1	1.4
		41.7	41.7	0	0	16.7	23.1		
OTHR	5.	3	2	1	0	0	6	1.7	.7
		50.0	33.3	16.7	0	0	11.5		
COLUMN TOTAL		21	11	6	8	6	52	2.4	1.3
		40.4	21.2	11.5	15.4	11.5	100.0		

2-d. "START provides Information Dissemination. Indicate with a check [your awareness] and rate the extent to which you have used this service."

A. Awareness

		YES	NO	ROW TOTAL
BLDG ADMN	2.	13	0	13
		100.0	0	25.0
ELEM TCHR	3.	19	2	21
		90.5	9.5	40.4
SEC TCHR	4.	11	1	12
		91.7	8.3	23.1
OTHR	5.	5	1	6
		83.3	16.7	11.5
COLUMN TOTAL		48	4	52
		92.3	7.7	100.0

B. Extent of Use

		NONE	LITTLE	SOME	MUCH	VERY MUC	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	2.	0	2	2	4	5	13	3.9	1.1
		0	15.4	15.4	30.8	38.5	25.0		
ELEM TCHR	3.	5	3	5	2	6	21	3.0	1.6
		23.8	14.3	23.8	9.5	28.6	40.4		
SEC TCHR	4.	3	1	6	2	0	12	2.6	1.1
		25.0	8.3	50.0	16.7	0	23.1		
OTHR	5.	2	0	1	3	0	6	2.8	1.5
		33.3	0	16.7	50.0	0	11.5		
COLUMN TOTAL		10	6	14	11	11	52	3.1	1.4
		19.2	11.5	26.9	21.2	21.2	100.0		

2-c. "START provides other kinds of services. Indicate with a check [your awareness] and rate the extent to which you have used these services."

A. Awareness

		YES	NO	ROW TOTAL
BLDG ADMN	2.	11	2	13
		84.6	15.4	25.0
ELEM TCHR	3.	10	11	21
		47.6	52.4	40.4
SEC TCHR	4.	9	3	12
		75.0	25.0	23.1
OTHR	5.	4	2	6
		66.7	33.3	11.5
COLUMN TOTAL		34	18	52
		65.4	34.6	100.0

B. Extent of Use

		NONE	LITTLE	SOME	MUCH	VERY MUC	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	2.	3	1	0	3	6	13	3.6	1.7
		23.1	7.7	0	23.1	46.2	25.0		
ELEM TCHR	3.	13	2	2	0	4	21	2.0	1.6
		61.9	9.5	9.5	0	19.0	40.4		
SEC TCHR	4.	5	1	1	1	4	12	2.8	1.8
		41.7	8.3	8.3	8.3	33.3	23.1		
OTHR	5.	3	0	1	1	1	6	2.5	1.8
		50.0	0	16.7	16.7	16.7	11.5		
COLUMN TOTAL		24	4	4	5	15	52	2.7	1.8
		46.2	7.7	7.7	9.6	28.8	100.0		

4. "The following [a-l] is a list of training programs offered by START.... First, if you were involved in the planning of the training session(s), place a check in Column A (Planning), and if you participated in the training session(s), place a check in Column B (Participation). If you were involved in both planning and participation, check both columns.

4-a. "Use of 35 mm Camera"

A. Involvement in Planning

	YES	NO	ROW TOTAL
BLDG ADMN	0 0	13 100.0	13 25.0
ELEM TCHR	0 0	21 100.0	21 40.4
SEC TCHR	1 8.3	11 91.7	12 23.1
OTHR	0 0	6 100.0	6 11.5
COLUMN TOTAL	1 1.9	51 98.1	52 100.0

B. Participation in Training

	YES	NO	ROW TOTAL
BLDG ADMN	2 15.4	11 84.6	13 25.0
ELEM TCHR	0 0	21 100.0	21 40.4
SEC TCHR	0 0	12 100.0	12 23.1
OTHR	1 16.7	5 83.3	6 11.5
COLUMN TOTAL	3 5.8	49 94.2	52 100.0

4-b. "First Vice Principal's Gathering"

A. Involvement in Planning

	YES	NO	ROW TOTAL
BLDG ADMN	3 23.1	10 76.9	13 25.0
ELEM TCHR	0 0	21 100.0	21 40.4
SEC TCHR	0 0	12 100.0	12 23.1
OTHR	0 0	6 100.0	6 11.5
COLUMN TOTAL	3 5.8	49 94.2	52 100.0

B. Participation in Training

	YES	NO	ROW TOTAL
BLDG ADMN	3 23.1	10 76.9	13 25.0
ELEM TCHR	0 0	21 100.0	21 40.4
SEC TCHR	0 0	12 100.0	12 23.1
OTHR	0 0	6 100.0	6 11.5
COLUMN TOTAL	3 5.8	49 94.2	52 100.0

4-c. "Nurses' Inservice"

A. Involvement in Planning

	YES	NO	ROW TOTAL
BLDG ADMN	0 0	13 100.0	13 25.0
ELEM TCHR	0 0	21 100.0	21 40.4
SEC TCHR	0 0	12 100.0	12 23.1
OTHR	2 33.3	4 66.7	6 11.5
COLUMN TOTAL	2 3.8	50 96.2	52 100.0

B. Participation in Training

	YES	NO	ROW TOTAL
BLDG ADMN	0 0	13 100.0	13 25.0
ELEM TCHR	0 0	21 100.0	21 40.4
SEC TCHR	0 0	12 100.0	12 23.1
OTHR	4 66.7	2 33.3	6 11.5
COLUMN TOTAL	4 7.7	48 92.3	52 100.0

4-d. "Summer Institute 1975"

A. Involvement in Planning

	YES	NO	ROW TOTAL
BLDG ADMN	1 7.7	12 92.3	13 25.0
ELEM TCHR	0 0	21 100.0	21 40.4
SEC TCHR	1 8.3	11 91.7	12 23.1
OTHR	0 0	6 100.0	6 11.5
COLUMN TOTAL	2 3.8	50 96.2	52 100.0

B. Participation in Training

	YES	NO	ROW TOTAL
BLDG ADMN	1 7.7	12 92.3	13 25.0
ELEM TCHR	0 0	21 100.0	21 40.4
SEC TCHR	2 16.7	10 83.3	12 23.1
OTHR	0 0	6 100.0	6 11.5
COLUMN TOTAL	3 5.8	49 94.2	52 100.0

4-f. "Secondary Social Studies Weekend"

A. Involvement in Planning

	YES	NO	ROW TOTAL
BLDG ADMN	0	13	13
	0	100.0	25.0
ELEM TCHR	0	21	21
	0	100.0	40.4
SEC TCHR	1	11	12
	8.3	91.7	23.1
OTHR	0	6	6
	0	100.0	11.5
COLUMN TOTAL	1	51	52
	1.9	98.1	100.0

B. Participation in Training

	YES	NO	ROW TOTAL
BLDG ADMN	0	13	13
	0	100.0	25.0
ELEM TCHR	0	21	21
	0	100.0	40.4
SEC TCHR	1	11	12
	8.3	91.7	23.1
OTHR	0	6	6
	0	100.0	11.5
COLUMN TOTAL	1	51	52
	1.9	98.1	100.0

4-B. "Parent Effectiveness at Howard School"

A. Involvement in Planning

	INO	ROW TOTAL
BLDG ADMN	13 100.0	13 25.0
ELEM TCHR	21 100.0	21 40.4
SEC TCHR	12 100.0	12 23.1
OTHR	6 100.0	6 11.5
COLUMN TOTAL	52 100.0	52 100.0

B. Participation in Training

	INO	ROW TOTAL
BLDG ADMN	13 100.0	13 25.0
ELEM TCHR	21 100.0	21 40.4
SEC TCHR	12 100.0	12 23.1
OTHR	6 100.0	6 11.5
COLUMN TOTAL	52 100.0	52 100.0

4-h. "Guided Self-Analysis at Brookfield School"

A. Involvement in Planning

	YES	NO	ROW TOTAL
BLDG ADMN	2 15.4	11 84.6	13 25.0
ELEM TCHR	1 4.8	20 95.2	21 40.4
SEC TCHR	0 0	12 100.0	12 23.1
OTHR	0 0	6 100.0	6 11.5
COLUMN TOTAL	3 5.8	49 94.2	52 100.0

B. Participation in Training

	YES	NO	ROW TOTAL
BLDG ADMN	2 15.4	11 84.6	13 25.0
ELEM TCHR	6 28.6	15 71.4	21 40.4
SEC TCHR	0 0	12 100.0	12 23.1
OTHR	0 0	6 100.0	6 11.5
COLUMN TOTAL	8 15.4	44 84.6	52 100.0

4-i. "Summer Workshop: 'A Continuing Search for Human Values.'"

A. Involvement in Planning

	YES	NO	ROW TOTAL
BLDG ADMN	1 7.7	12 92.3	13 25.0
ELEM TCHR	2 9.5	19 90.5	21 40.4
SEC TCHR	1 8.3	11 91.7	12 23.1
OTHR	0 0	6 100.0	6 11.5
COLUMN TOTAL	4 7.7	48 92.3	52 100.0

B. Participation in Training

	YES	NO	ROW TOTAL
BLDG ADMN	1 7.7	12 92.3	13 25.0
ELEM TCHR	7 33.3	14 66.7	21 40.4
SEC TCHR	3 25.0	9 75.0	12 23.1
OTHR	0 0	6 100.0	6 11.5
COLUMN TOTAL	11 21.2	41 78.8	52 100.0

4-j. "Teacher Shelter"

A. Involvement in Planning

	YES	NO	ROW TOTAL
BLDG ADMN	0	13	13
	0	100.0	25.0
ELEM TCHR	2	19	21
	9.5	90.5	40.4
SEC TCHR	1	11	12
	8.3	91.7	23.1
OTHR	0	6	6
	0	100.0	11.5
COLUMN TOTAL	3	49	52
	5.8	94.2	100.0

B. Participation in Training

	YES	NO	ROW TOTAL
BLDG ADMN	2	11	13
	15.4	84.6	25.0
ELEM TCHR	7	14	21
	33.3	66.7	40.4
SEC TCHR	4	8	12
	33.3	66.7	23.1
OTHR	0	6	6
	0	100.0	11.5
COLUMN TOTAL	13	39	52
	25.0	75.0	100.0

4-1. "Leadership Lab"

A. Involvement in Planning

	YES	NO	ROW TOTAL
BLDG ADMN	3 23.1	10 76.9	13 25.0
ELEM TCHR	0 0	21 100.0	21 40.4
SEC TCHR	0 0	12 100.0	12 23.1
OTHR	0 0	6 100.0	6 11.5
COLUMN TOTAL	3 5.8	49 94.2	52 100.0

B. Participation in Training

	YES	NO		ROW TOTAL
BLDG ADMN	6 46.2	6 46.2	1 7.7	13 25.0
ELEM TCHR	0 0	21 100.0	0 0	21 40.4
SEC TCHR	0 0	12 100.0	0 0	12 23.1
OTHR	0 0	6 100.0	0 0	6 11.5
COLUMN TOTAL	6 11.5	45 86.5	1 1.9	52 100.0

5. "Other than those listed above (item #4), how many school-based in-service workshops did you participate in during the past year?"

	[# of workshops]					
	0	1	2	3	4	
BLDG ADMN	2 15.4	4 30.8	0 0	2 15.4	1 7.7	
ELEM TCHR	3 16.7	1 5.6	3 16.7	3 16.7	0 0	
SEC TCHR	5 41.7	1 8.3	0 0	0 0	5 41.7	
OTHR	3 50.0	2 33.3	1 16.7	0 0	0 0	
COLUMN TOTAL	13 26.5	8 16.3	4 8.2	5 10.2	6 12.2	

	[# of workshops]					ROW TOTAL
	5	6	8	20	25	
BLDG ADMN	2 15.4	2 15.4	0 0	0 0	0 0	13 26.5
ELEM TCHR	6 33.3	0 0	0 0	1 5.6	1 5.6	18 36.7
SEC TCHR	0 0	0 0	1 8.3	0 0	0 0	12 24.5
OTHR	0 0	0 0	0 0	0 0	0 0	6 12.2
COLUMN TOTAL	8 16.3	2 4.1	1 2.0	1 2.0	1 2.0	49 100.0

6. "Select one of the workshops listed in item 4 in which you participated and write its name on this line." [Answer the next eight questions as they pertain to that workshop.]

	B	C	D	E	H
BLDG ADMN	2 20.0	0 0	1 10.0	4 40.0	0 0
ELEM TCHR	0 0	0 0	0 0	0 0	3 30.0
SEC TCHR	0 0	0 0	0 0	0 0	0 0
OTHR	0 0	4 100.0	0 0	0 0	0 0
COLUMN TOTAL	2 7.1	4 14.3	1 3.6	4 14.3	3 10.7

[List of workshops on following page]

	I	J	K	L	ROW TOTAL
BLDG ADMN	0 0	1 10.0	0 0	2 20.0	10 35.7
ELEM TCHR	5 50.0	2 20.0	0 0	0 0	10 35.7
SEC TCHR	2 50.0	1 25.0	1 25.0	0 0	4 14.3
OTHR	0 0	0 0	0 0	0 0	4 14.3
COLUMN TOTAL	7 25.0	4 14.3	1 3.6	2 7.1	28 100.0

Workshops Participated in by START Respondents

B. First Vice Principals Gathering

C. Nurses' Inservice

D. Summer Institute 1975

E. Administrators Conference at Asilomar

H. Guided Self-Analysis at Brookfield School

I. Summer Workshop: "A Continuing Search for Human Values"

J. Teacher Shelter

K. Outdoor Education Enthusiasts

L. Leadership Lab

6-a. "To what extent were presentations of the training effective?"

	ineffective	a little effective	effective	mostly effective	extremely effective	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	2 20.0	0 0	1 10.0	1 10.0	6 60.0	10 34.5	3.9	1.7
ELEM TCHR	0 0	0 0	3 25.0	5 41.7	4 33.3	12 41.4	4.1	.8
SEC TCHR	0 0	1 25.0	0 0	1 25.0	2 50.0	4 13.8	4.0	1.4
OTHR	0 0	0 0	0 0	0 0	3 100.0	3 10.3	5.0	0.0
COLUMN TOTAL	2 6.9	1 3.4	4 13.8	7 24.1	15 51.7	29 100.0	4.1	1.2

6-b. "Rate the quality of the material presented in the training."

	Poor	Fair	Good	Very Good	Superior	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	2 20.0	0 0	1 10.0	4 40.0	3 30.0	10 34.5	3.6	1.5
ELEM TCHR	0 0	2 16.7	3 25.0	3 25.0	4 33.3	12 41.4	3.8	1.1
SEC TCHR	0 0	1 25.0	0 0	0 0	3 75.0	4 13.8	4.2	1.5
OTHR	0 0	0 0	0 0	0 0	3 100.0	3 10.3	5.0	0.0
COLUMN TOTAL	2 6.9	3 10.3	4 13.8	7 24.1	13 44.8	29 100.0	3.9	1.3

6-c. "To what extent were the workshop goals achieved?"

	Not at all	Some	About half	Mostly	Totally	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	2 20.0	0 0	2 20.0	5 50.0	1 10.0	10 34.5	3.3	1.3
ELEM TCHR	1 8.3	1 8.3	4 33.3	2 16.7	4 33.3	12 41.4	3.6	1.3
SEC TCHR	0 0	1 25.0	0 0	1 25.0	2 50.0	4 13.8	4.0	1.4
OTHR	0 0	0 0	0 0	2 66.7	1 33.3	3 10.3	4.3	1.3
COLUMN TOTAL	3 10.3	2 6.9	6 20.7	10 34.5	8 27.6	29 100.0	3.6	1.3

6-d. "To what extent do you think the training addressed itself to some need or problem of yours?"

	Not at all	About half	Mostly	Totally	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	2 22.2	2 22.2	2 22.2	3 33.3	9 32.1	3.4	1.6
ELEM TCHR	1 8.3	4 33.3	3 25.0	4 33.3	12 42.9	3.8	1.2
SEC TCHR	0 0	1 25.0	2 50.0	1 25.0	4 14.3	4.0	.8
OTHR	0 0	0 0	1 33.3	2 66.7	3 10.7	4.7	.6
COLUMN TOTAL	3 10.7	7 25.0	8 28.6	10 35.7	28 100.0	3.8	1.3

6-e. "Does that problem or need still exist?"

	YES	NO	ROW TOTAL
BLDG ADMN	8 88.9	1 11.1	9 34.6
ELEM TCHR	6 60.0	4 40.0	10 38.5
SEC TCHR	2 50.0	2 50.0	4 15.4
OTHR	3 100.0	0 0	3 11.5
COLUMN TOTAL	19 73.1	7 26.9	26 100.0

6-f. "Would you want more training dealing with the same problem or area?"

	YES	NO	ROW TOTAL
BLDG ADMN	9 100.0	0 0	9 34.6
ELEM TCHR	9 90.0	1 10.0	10 38.5
SEC TCHR	2 50.0	2 50.0	4 15.4
OTHR	3 100.0	0 0	3 11.5
COLUMN TOTAL	23 88.5	3 11.5	26 100.0

6-g. "Would you want more training in some other area?"

	YES	NO	ROW TOTAL
BLDG ADMN	9 100.0	0 0	9 36.0
ELEM TCHR	7 70.0	3 30.0	10 40.0
SEC TCHR	3 75.0	1 25.0	4 16.0
OTHR	2 100.0	0 0	2 8.0
COLUMN TOTAL	21 84.0	4 16.0	25 100.0

6-h. "Rate the extent to which you have implemented in your classroom the practices provided to you at the workshop."

	Implemented none	Imple-mented few	Implemented some	Implemented many	Implemented all	ROW TOTAL
BLDG ADMN	2 22.2	0 0	2 22.2	4 44.4	1 11.1	9 36.0
ELEM TCHR	0 0	0 0	3 33.3	3 33.3	3 33.3	9 36.0
SEC TCHR	0 0	1 25.0	0 0	2 50.0	1 25.0	4 16.0
OTHR	0 0	0 0	1 33.3	1 33.3	1 33.3	3 12.0
COLUMN TOTAL	2 8.0	1 4.0	6 24.0	10 40.0	6 24.0	25 100.0

6-i. "As a result of your participation in the above workshop, are you more aware of related activities in your district?"

	YES	NO	ROW TOTAL
BLDG ADMN	8 80.0	2 20.0	10 37.0
ELEM TCHR	8 80.0	2 20.0	10 37.0
SEC TCHR	4 100.0	0 0	4 14.8
OTHR	3 100.0	0 0	3 11.1
COLUMN TOTAL	23 85.2	4 14.8	27 100.0

6-j. "As a result of your participation in the above workshop, do you think communication between individuals has been facilitated?"

	YES	NO	ROW TOTAL
BLDG ADMN	8 80.0	2 20.0	10 38.5
ELEM TCHR	7 70.0	3 30.0	10 38.5
SEC TCHR	3 100.0	0 0	3 11.5
OTHR	3 100.0	0 0	3 11.5
COLUMN TOTAL	21 80.8	5 19.2	26 100.0

7. "Select one of the workshops listed in item # 4 which you helped plan and write its name below." [Answer the next six questions as they pertain to this workshop.]

	B	C	E	H
BLDG ADMN	2 33.3	0 0	1 16.7	1 16.7
ELEM TCHR	0 0	0 0	0 0	0 0
SEC TCHR	0 0	0 0	0 0	0 0
OTHR	0 0	2 100.0	0 0	0 0
COLUMN TOTAL	2 18.2	2 18.2	1 9.1	1 9.1

(Continued below)

	I	J	K	L	ROW TOTAL
BDLG ADMN	0 0	1 16.7	0 0	1 16.7	6 54.5
ELEM TCHR	1 50.0	1 50.0	0 0	0 0	2 18.2
SEC TCHR	0 0	0 0	1 100.0	0 0	1 9.1
OTHR	0 0	0 0	0 0	0 0	2 18.2
COLUMN TOTAL	1 9.1	2 18.2	1 9.1	1 9.1	11 100.0

7-a. "In which of the following areas did you participate in planning?"

	YES	NO
Thru' Meetings		
Bld. Adm.	4 57.1	3 42.9
Elem. Tchr.	2 66.7	1 33.3
Sec. Tchr.	1 100.1	0 0
Other	1 100.0	0 0
Thru. Consultants		
Bldg. Adm.	6 85.7	1 14.3
Elem. Tchr.	2 66.7	1 33.3
Sec. Tchr.	0 0	1 100.0
Other	1 100.0	0 0

	YES	NO
Thru' Memoranda		
Bldg. Adm.	2 28.6	5 71.4
Elem. Tchr.	1 33.3	2 66.7
Sec. Tchr.	0 0	1 100.0
Other	0 0	1 100.0
Thru' Other Means		
Bldg. Admin.	2 28.6	5 71.4
Elem. Tchr.	1 33.3	2 66.7
Sec. Tchr.	0 0	1 100.0
Other	1 50.0	1 50.0

7-b. "To what extent was your input incorporated in the final plan?"

	Some	About half	Mostly	Totally	ROW TOTAL
BLDG ADMN	0 0	0 0	4 57.1	3 42.9	7 58.3
ELEM TCHR	0 0	0 0	0 0	2 100.0	2 16.7
SEC TCHR	0 0	1 100.0	0 0	0 0	1 8.3
OTHR	1 50.0	0 0	1 50.0	0 0	2 16.7
COLUMN TOTAL	1 8.3	1 8.3	5 41.7	5 41.7	12 100.0

7-c. "Do you think that this type of planning is productive?"

	MOSTLY	TOTALLY	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	2 28.6	5 71.4	7 58.3	4.7	.5
ELEM TCHR	0 0	2 100.0	2 16.7	5.0	0.0
SEC TCHR	0 0	1 100.0	1 8.3	5.0	0.0
OTHR	1 50.0	1 50.0	2 16.7	4.5	.7
COLUMN TOTAL	3 25.0	9 75.0	12 100.0	4.8	.5

7-d. "As a result of this planning experience, are you better prepared to plan staff development activities?"

	Little more prepared	Consider more prep	Much better prepared	ROW TOTAL	$\bar{X}$	sd
BLDG ADMN	0 0	4 57.1	3 42.9	7 58.3	4.4	.5
ELEM TCHR	0 0	2 100.0	0 0	2 16.7	4.0	0.0
SEC TCHR	0 0	1 100.0	0 0	1 8.3	4.0	0.0
OTHR	2 100.0	0 0	0 0	2 16.7	2.0	0.0
COLUMN TOTAL	2 16.7	7 58.3	3 25.0	12 100.0	3.9	1.0

7-e. "As a result of these planning activities, are you more aware of training activities conducted in your district?"

	YES	NO	ROW TOTAL
BLDG ADMN	6 85.7	1 14.3	7 58.3
ELEM TCHR	1 50.0	1 50.0	2 16.7
SEC TCHR	1 100.0	0 0	1 8.3
OTHR	1 50.0	1 50.0	2 16.7
COLUMN TOTAL	9 75.0	3 25.0	12 100.0

7-f. "As a result of these planning activities, do you think communication between educators across districts has been facilitated?"

	YES	NO	ROW TOTAL
BLDG ADMN	6 85.7	1 14.3	7 53.8
ELEM TCHR	2 66.7	1 33.3	3 23.1
SEC TCHR	1 100.0	0 0	1 7.7
OTHR	2 100.0	0 0	2 15.4
COLUMN TOTAL	11 84.6	2 15.4	13 100.0